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ABSTRACT

In 1988, the Joint Legislative Commission on Governmental Operations commissioned an outside evaluation of the School Career Development Pilot Program initiated in 1985. The evaluator's major responsibilities were to assess the operation of the 15 pilot programs, and to make recommendations about the future of the Career Development Program (CDP). Six focuses of evaluative efforts were: (1) pilot site comparisons; (2) opinion surveys of personnel eligible for the CDP; (3) review of personnel evaluation records for over 300 teachers and principals; (4) assessment of progress in pilot sites compared to 15 matched non-program sites; (5) more than 300 interviews at the pilot sites; and (6) surveys of deans of colleges of education about the CDP. Overall, personnel eligible for the CDP had favorable attitudes, and most felt that teacher performance had improved as a result of the CDP. Recommendations for program continuation and improvement are cited. Thirty-one data tables and eight figures are included. Appendices present: (1) survey instruments; (2) 36 tables of response information; (3) personnel evaluation records in 15 tables; and (4) principal and teacher responses. (SLD)

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Evaluation of North Carolina's School Career Development Pilot Program

A Report of an Outside Evaluation

prepared for the

Joint Legislative Commission on Government Operations

Raleigh, North Carolina

Research and Service Institute, Inc.
Brentwood, Tennessee

December 31, 1988

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Research and Service Institute, Inc., has appreciated the opportunity of working with wonderful people all across North Carolina. We hope that our study report will be of value to those whom we have served.

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Chapter 1

Introduction

On April 1, 1988, the Subcommittee on Education of the Joint Legislative Commission on Governmental Operations contracted the Research and Service Institute to conduct an outside evaluation of the School Career Development Pilot Program that North Carolina initiated in 1985. The contractor's two major responsibilities were 1) to assess the operation of the pilot programs during the past three years and 2) to make recommendations for the future direction of the Career Development Program by December 31, 1988.

North Carolina began the School Career Development Program by establishing 16 pilot programs, two in each region of the state. Since its inception, the program has focused on staff development training and effective personnel evaluation. Professional staff members in each local pilot program have been evaluated to determine initial status, provisional status, Career Status I or Career Status II. Criteria for Career Status III are under development and are being field tested in the pilot sites during 1988-89. This study evaluated the Career Development Program (CDP) as it has been implemented at 15 of the pilot sites. The pilot program in Charlotte-Mecklenberg was omitted because it was in a state of change at the time the study began. Charlotte-Mecklenberg is in the process of adapting its CDP to be more closely aligned with the state program.

Under North Carolina statute, the Joint Legislative Commission on Government Operations is charged with the responsibility of program evaluation. In addition to determining whether state programs "are effective, continue to serve their intended purposes, are efficient, and require modification or elimination" *(GS-120-72)*, the Commission is charged with the responsibility of conducting evaluative studies of state programs. These studies shall examine:

> Service benefits of each program relative to expenditures;
> Achievement of program goals;
> Use of indicators by which the success or failure of a program may be gauged; and
> Conformity with legislative intent.
> *(GS-120-76)*

Specific legislation related to the School Career Development Pilot Program further delineates the purpose of the evaluation of the Career Development Pilot Program:

> (evaluation) . . . shall be designed to study the impact of the School Career Development Program on:

> -improved teacher performance
> -employee retention and recruitment
> -employee satisfaction
> -overall school improvement
> -enhanced learning environment
> -students' attitudes towards school
> -community support of the programs
>
> The results of the study shall be used to help make decisions with regard to statewide implementation of the Career Development Program.
> *(SL87-738, Sec.206)*

Other actions taken within state government provided guidelines for the purposes of the present evaluation. House Bill 1183, Career Development Program Study (effective July 1, 1987), further states that "the study shall examine the 16 pilot local school administrative units and shall use the experiences of the pilot units to develop a career development program that can be implemented statewide." The State Department of Public Instruction (SDPI) expanded the legislative goals to include not only the improvement of classroom instruction, but also

> . . . to increase the attractiveness of teaching and to encourage the recognition and retention of high quality educators. The primary objectives of the plan are increased salaries over an extended time period and thorough performance evaluations for advancement.

The evaluation design employed in this study encompassed most of the requirements expressed in legislation and the objectives outlined by the SDPI.

The methodologies and results of the six evaluation activities carried out during the course of the eight-month study are detailed in Chapter 3. Four major methods were used to evaluate the 15 pilot programs. These four methods included: 1) synthesizing information from documents, especially that pertaining to program operation, teacher and administrator evaluation, and relevant school district records; 2) conducting interviews with personnel in each pilot program; 3) administering questionnaires to participants and nonparticipants, and 4) conducting interviews with selected deans of colleges of education. In doing program evaluation, it is important to use several different sources of information, and then compare the information gained from each source to validate the conclusions.

The activities conducted within the four methods included: site comparisons; interviews with representative groups at each pilot site; interviews with eight deans of major colleges of education and the collection of enrollment data from their institutions; an examination of teacher, assistant principal, and principal evaluation records; the collection and analysis of information related to district progress at pilot sites and non-pilot sites; and five separate opinion surveys administered to all certificated employees and school board members at each pilot site. One or more of these activities was structured to effect the intent of each method.

Each activity was a separate component of the evaluation plan. In addition, one of these activities used 15 non-pilot "matched" sites to determine whether differences on key factors related to effective schooling between Career Development sites and non-Career Development sites can be attributed to the CDP. Comparing pilot sites with non-pilot sites helps to control other effects that are occurring because of the reform program.

Chapter 4 poses major questions addressed by this program evaluation, presents pertinent information obtained from the evaluation activities, and provides recommendations for each question area examined. These questions include:

> How effective is the Teacher Performance Appraisal System for determining career status, that is, the process, the instrumentation, and the results?
>
> How effective are the evaluation systems for principals and assistant principals?
>
> How effective are the appraisal systems for central office personnel and special groups of educators?
>
> Is the appeals process consistent across pilot sites and fair and equitable to all parties?
>
> Are the several training programs that have been developed to improve the knowledge and skills of educators successful?
>
> Is assistance provided to teachers and administrators in improving performance?
>
> Is the CDP improving teaching and learning in North Carolina?
>
> Is the CDP improving the conditions of teaching in North Carolina?

The last section of the chapter addresses the topics of future directions for the CDP and program expansion.

Chapter 5 summarizes this study's major findings and its major recommendations for continued program operation and for future directions to be pursued. Lastly, the appendices contain all of the research correspondence, data collection forms, and the technical and statistical information not presented in the report itself.

For readers not well acquainted with the School Career Development Program in North Carolina, a description of its design and major provisions is given in the next chapter. An understanding of the CDP's features will enhance the value of subsequent discussions of the outcomes of this evaluation study.

Chapter 2

School Career Development Pilot Program

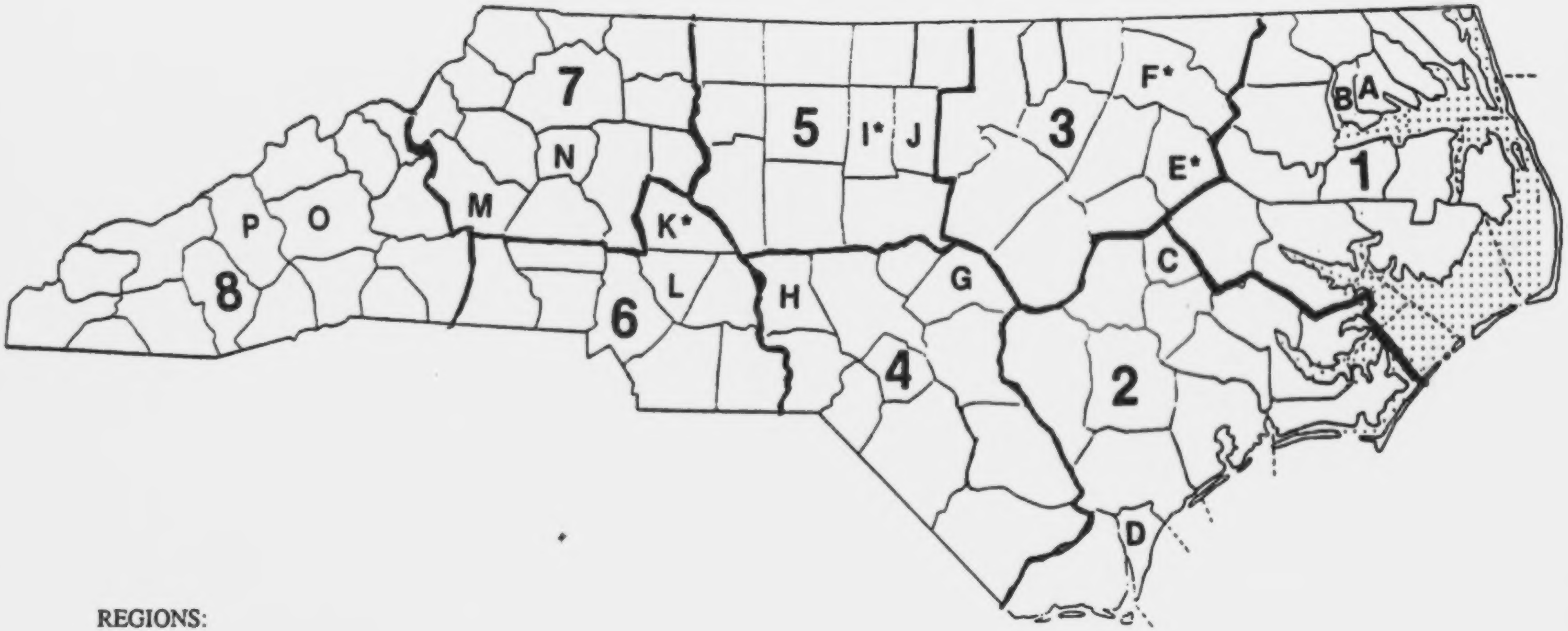
In 1984 the North Carolina General Assembly adopted House Bill 1567, the Elementary and Secondary School Reform Act. This legislation contained several major programs for school improvement in North Carolina. One of the programs was the School Career Development Pilot Program. The purpose of the School Career Development Program was to attract and retain the best personnel in teaching and school administration. Legislation further stated that "the Plan shall be designed to improve the quality of classroom instruction, to increase the attractiveness of teaching, and to encourage the recognition and retention of high quality teachers" *(GS 115C-363.2 (a))*.

In 1985 the General Assembly mandated the establishment of pilot plans to effect the Career Development Program in local school systems during a four-year period. Fifty-six local school systems submitted applications to the State Department of Public Instruction (SDPI) to become CDP pilot sites. Fifteen pilot sites were selected based on geographical distribution, size, type of school system, and the combined scores of the reviewers of the applications submitted by the school systems. Charlotte-Mecklenburg had previously established a career development program, and its program was allowed to continue with state funds. Figure 1 contains a map which shows the names and locations of the 16 school systems selected to be the CDP pilot units.

Structure of the Levels and Performance Incentives

Instructional personnel, instructional support personnel, and administrators who require certification by the State Board of Education are eligible to participate in the Career Development Program. Eligible personnel were first granted an option to participate in the program during the 1985-86 school year. If an employee elects to participate, he/she may voluntarily opt out of the plan at any time. An employee may opt out only once during the pilot period. All eligible employees hired after 1985-86 were (or will be) required to participate in the pilot program.

The Career Development Program contains five levels of differentiation of teacher performance: 1) Initial Status; 2) Provisional Status; 3) Career Status I; 4) Career Status II; and 5) Career Status III. Chart 1 contains the plan used by Harnett County to implement the program. During the first two years of employment, the employee is assigned "initial status" and paid in accordance with the state base salary schedule. A



REGIONS:

1. [A] Perquimans County
   [B] Edenton/Chowan County

2. [C] Greene County
   [D] New Hanover County

3. [E] Tarboro City*
   [F] Roanoke Rapids City*

4. [G] Harnett County
   [H] Montgomery County

5. [I] Burlington City*
   [J] Orange County

6. [K] Salisbury City*
   [L] Charlotte/Mecklenburg County

7. [M] Burke County
   [N] Alexander County

8. [O] Buncombe County
   [P] Haywood County

*City Systems

Figure 1. Geographic Location of Career Development Pilot Units in North Carolina

Chart 1

THE NORTH CAROLINA CAREER DEVELOPMENT PLAN IN HARNETT COUNTY

Level	*Time*	*Minimum Observations*		*Requirements*	*Salary*
		Principal or Designee	*Observer/Evaluator*		
Initially Certified Teachers	2 years	1 announced 1 unannounced	1 announced 1 unannounced	satisfactory evaluations of at standard or above by the end of the second year	State base scale
Provisional	1 year	1 announced 1 unannounced	1 announced 1 unannounced	satisfactory evaluations of at standard or above; completion of 30 hours of Effective Teaching Training	State base scale
The provisional year is the last year prior to the granting of tenure in a school system.					
Career Status I	option to remain at this level	1 announced	1 announced 1 unannounced	satisfactory evaluations of at standard or above	one step over State base scale
	apply to advance if tenured throughout the 1985-86 school year	1 announced 1 unannounced	1 announced 1 unannounced	a combination of ratings of above standard and higher portfolio	
Career Status II	option to remain at this level	1 announced	may be observed by an evaluator	a combination of ratings of above standard and higher	two steps over State base scale
	apply to advance in the 2nd year	not yet in effect			
Career Status III	not yet in effect				

mentor or a support team is assigned to the employee for assistance and professional development if that employee is initially certified. The employee is formally observed a minimum of four times each year--twice by an observer/evaluator (OE) and twice by the principal. Once each year the employee is formally evaluated by the principal. If the employee has satisfactory evaluations of "at standard" or above as defined by the Teacher Performance Appraisal System (TPAS) by the end of the second year, he/she advances to provisional status.

Provisional status occurs during the third year of employment for fully certified employees. The employee is formally observed a minimum of four times (twice by an OE and twice by the principal) and is evaluated by the school principal. Satisfactory evaluations of "at standard" or above on the TPAS and completion of 30 hours of Effective Teacher Training are required for a candidate to advance to Career Status I.

When an employee attains Career Status I, that person receives a salary one step above (about 5%) the state base salary that otherwise would have applied. Career Status I employees are observed three times a year (by an OE and principal) and evaluated by the school principal. To remain at CS I, an employee must receive satisfactory evaluations of "at standard" or above on the TPAS.

If an employee desires to apply for Career Status II, the person must have three years of experience at CS I, have four observations (by an OE and principal), and complete a portfolio. The portfolio must contain: 1) attendance records; 2) indicators of professional growth; 3) unique assignments/leadership roles; 4) valid certification; 5) acceptable ratings on recent evaluations; 6) additional duties and responsibilities and the time they require; and 7) years of experience. The portfolio is submitted to the principal for use in the evaluation decision.

In July 1986, the General Assembly approved a trial program for a "fast track" to Career Status II. Any CS I teacher who was serving as a tenured teacher during the 1984-85 school year was eligible to apply for CS II. Under this provision an employee could apply for CS II after just one year of experience at CS I, rather than the normal three-year requirement. In order to attain Career Status II, an employee currently must have ratings of at least "above standard" in six functions on the TPAS and a rating of "well above standard" or "superior" in two functions. In addition, one of these higher scores must be in one of the first five functions of the TPAI. This requirement became effective for the 1988-89 school year. Prior to that time, only one rating was required to be "well above standard" or "superior" with no specification of the function area in which that rating must occur. An employee who attains CS II receives a salary that is two steps above (about 10%) the state base salary schedule.

To maintain Career Status II, one observation has been required and employees must receive the same summative ratings that are required for attainment of CS II. Guidelines recently issued by the SDPI, however, require three observations to validate summative ratings on the TPAI.

Career Status III criteria and evaluation requirements have not yet been defined. The pilot sites are working on the pilot testing and field testing of various models for CS III attainment during the 1988-89 school year.

Similar requirements are in place for those in administrative positions, for those belonging to special groups of educators such as media specialists, guidance counselors, and for instructional supervisors. Performance appraisal systems have been developed for administrative and special positions. Since the number of function areas on these appraisal instruments depends upon the position of the employee being evaluated, the requirement for attainment of CS II is slightly different. An employee must have scores of "above standard" on 75% of the function areas and "well above standard" or "superior" on the remaining 25% of the function areas on the appraisal instrument.

Performance Appraisal Systems

North Carolina's Teacher Performance Appraisal System (TPAS) was developed in the early 1980s and was based on research findings relative to effective teaching. Twenty-eight practices were identified and grouped into five basic teaching functions. Ten additional practices were then identified and grouped under three function areas. These three additional functions contain practices based on research, school law, and job expectations. The eight major functions of the TPAI are:

1. Management of Instructional Time
2. Management of Student Behavior
3. Instructional Presentation
4. Instructional Monitoring of Student Performance
5. Instructional Feedback
6. Facilitating Instruction
7. Communicating Within the Educational Environment
8. Performing Non-Instructional Duties

During classroom observations conducted by trained, peer observer/evaluators and the principal and/or assistant principal, the lesson is scripted by the observer on the Formative Observation Data Instrument (FODI). The notes from the FODI, focused around the criteria for the TPAI functions and practices, are used as a basis for analyzing the lesson. The Formative Observation Data Analysis (FODA) is completed after each observation and contains a section for each of the eight functions. (OEs, however, usually analyze only the first five teaching functions). Pre-observation conferences are often held with teachers prior to the classroom visitation and post-observation conferences are always held with teachers. During the post-observation conferences, the FODA is reviewed and discussed with the teacher.

These multiple FODAs are then used by the principal in determining a summative rating for the teacher. Often, the OEs are involved with the principal in a consensus decision-making mode to arrive at the final ratings. The six-point rating scale used with the TPAS is as follows: 6 = Superior; 5 = Well Above Standard; 4 = Above Standard; 3 = At Standard; 2 = Below Standard; and 1 = Unsatisfactory. Descriptions of each of these ratings are included with the instrumentation.

Performance appraisal systems are in effect for principals, assistant principals, and central office personnel. Special groups of educators such as guidance counselors and media specialists also have performance appraisal systems designed to match their job descriptions. All of these performance appraisal systems are similar to the TPAS in that they require observation, analysis (FODA), and summative ratings for all certified personnel eligible for participation in the CDP.

Professional Development Plans

In 1985, the North Carolina State Board of Education approved a process requiring local school administrative units to develop and maintain a professional development plan (PDP) for each certified person. The purpose of the PDP is to encourage growth in on-the-job performance and to guide individual efforts to gain or refine skills. PDPs are to be developed on a two-year cycle for initially certified teachers; on a one-year cycle to coincide with the TPAS; and on an appropriate cycle to coincide with decision points for the CDP.

State and Local Steering Committees

Each pilot site has a local steering committee comprised mainly of professional personnel in the school system. Membership on local steering committees includes teachers, administrators, special groups of educators and, in many instances, school board members or community members. The primary purpose of the local steering committee is to assist in program implementation by providing a channel for communication a) to make recommendations for changes and improvements in the program and b) to keep personnel at each school informed about the progress and current state of the program. Each local steering committee selects three of its members to serve on the state steering committee—one teacher, one principal, and one superintendent (or designee). The state steering committee shares information about the progress of program implementation across pilot sites and makes recommendations for revisions or adaptations in the program. The state steering committee meetings are directed by the SDPI, and working subcommittees deal with pertinent program issues.

Appeals Process

The CDP legislation provides for an appeals process through which career status decisions may be reviewed. In 1986-87, statewide guidelines for the Career Development Appeals Process were approved after input from the SDPI, the State Steering Committee, and the CDP Coordinators from the 15 pilot programs. Pilot units have the option of adding local provisions to the state guidelines if they wish to do so. A two-step appeals process exists. The first level is a local appeals panel. To constitute the panel, the teacher and principal each choose one member from a list of trained personnel, and the two jointly agree on the selection of a third panel member. Two grounds exist for appeal: 1) procedural failures and 2) arbitrary and capricious decisions. The second level of appeal is a hearing before the local board of education.

Extra-Duty/Extra-Pay Activities

The 1987 session of the General Assembly ratified House Bill 1860 which was an act to provide extra pay for extra responsibilities performed by career status teachers. The legislation states that CS II and CS III teachers may apply to be assigned additional responsibilities during the 10-month school year. These duties include:

being a mentor teacher, supervising student teachers, curriculum development, being a staff development leader/coordinator, and serving as department chairman or grade chairman. *(GS 115C-363.4)*

The rate of compensation for these duties is decided by the local school system. In addition to extra responsibilities, a Career Status II teacher is eligible for summer employment in teaching, curriculum development, and staff development. Extra pay for these duties is based on the same rate as the teacher's annual base salary. State monies are provided to local school systems to meet the cost of responsibilities.

Staff Development

A major part of the CDP has focused on staff development activities. These activities included training in: 1) effective teaching practices for all personnel in the pilot sites; 2) evaluation practices --including instrumentation (FODI and FODA), conferencing skills, summative ratings (including reliability checks)--for all personnel involved in the use of appraisal systems; 3) mentoring; 4) effective principalship; 5) using the teacher performance appraisal instrument; and 6) preparing professional development plans. In addition to the state-designed staff development programs, pilot sites have received training from consultants from North Carolina and other states. These programs have assisted personnel in pilot sites in improving their skills and in gaining a greater understanding of the CDP and its appraisal systems.

The foregoing overview of the CDP in North Carolina should provide the reader with the background necessary to interpret the results of the outside evaluation of the program. These results are reported in the next chapter.

Chapter 3

Methods and Results of Evaluation Activities

Six activities were used to obtain and assess information concerning the implementation and operation of the Career Development Program. Information was obtained from the State Department of Public Instruction (SDPI) and from the local pilot sites. Information also was obtained through various activities conducted for the study—local interviews of pilot site personnel, analysis of personnel evaluation records, opinion surveys, and contacts with schools of education. In this chapter, each of the six major components of this evaluation study is detailed in separate sections. For each component the methodology employed is described and the results of the activity are presented and discussed.

ACTIVITY 1: PILOT SITE COMPARISONS

Most of the information needed to compare the CDP implementation by the 15 school systems was received from the pilot sites and the SDPI. Some information received from interviews, surveys, and personnel records is reported here because of its value in comparing site characteristics. For instance, overall perceptions of the CDP, as revealed by the opinion surveys of pilot site personnel, are reported as one comparison of the pilot sites.

Description of Methodology

During the proposal development and conduct of the study, the SDPI sent to the RSI study team several major studies available on the Career Development Program. These included:

North Carolina Career Development Plan Guide for Pilot/Field Test Implementation, 1985-86. Raleigh: North Carolina Department of Public Instruction, October 25, 1985.

The Career Development Pilot Program: A Status Report. Raleigh: North Carolina Department of Public Instruction, November, 1986.

Performance Appraisal—Cornerstone of Career Development Plan. Raleigh: North Carolina Department of Public Instruction, September, 1987.

Brandt, Richard, et. al. *A Review with Recommendations of the North Carolina Teacher Performance Appraisal Instrument.* A report submitted to the Education Subcommittee of the Joint Legislative Commission on Government Operations of the North Carolina General Assembly, May 21, 1988.

Brandt, Richard. *An Evaluation of the Career Development Pilot Program Appeals Process.* A report submitted to the Education Subcommittee of the Joint Legislative Commission on Government Operations of the North Carolina General Assembly, July 5, 1988.

Student Achievement in Career Development Program Pilot Units, 1985-88. Raleigh: North Carolina State Department of Public Instruction, November, 1988.

Analysis of Teacher Performance Ratings in Career Development Pilot Units, 1987-88. Raleigh: North Carolina Department of Public Instruction, December, 1988.

In addition to the formal study reports, the SDPI forwarded to RSI research papers presented at major meetings, articles and information pertaining to the evaluation systems and staff development programs, copies of the evaluation instruments, and training materials and videotapes used for the Teacher Performance Appraisal System.

Information for the site comparison activity was also requested from each pilot site. This included information on each site's Career Development Evaluation Design; on the selection, membership, and operation of the local steering committee; on the methods used to communicate information about the program; on the extra-duty activities and the amounts paid for each activity; on key features of each site's program; and on other aspects pertinent to RSI's review of the CDP. The data request letter for these materials is included in Appendix A.

As information was received, it was reviewed by the project staff. Data items were collected by topic and summarized in chart form so that each item could be compared from pilot site to pilot site. Finally, the CDP coordinators at each pilot site reviewed this compiled information for accuracy.

Results from Pilot Site Comparison

Local Steering Committees

Table 3-1 reveals several interesting facts about local steering committees at each of the pilot sites. First, the number of members on the local steering committees ranges from 10 members to 58 members. A Spearman Rank Correlation Coefficient of 0.794 was found when the size of each committee was compared to the size of each system as defined by Average Daily Attendance (ADA). This correlation reveals that committee size has a strong, positive relationship to the system size. The correlation value, in fact, is impeded by a special circumstance in New Hanover County. It has a Career Development Council in addition to the local steering committee. At the beginning of the pilot program, New Hanover made its steering committee membership available to any teacher who wished to participate. More than 250 personnel initially volunteered to serve on the committee—a number which made the process unmanageable. Therefore, a large Career Development Council was formed and

Table 3-1

LOCAL STEERING COMMITTEES BY PILOT SITE: NUMBER OF MEMBERS, TYPES OF POSITIONS, AND NUMBER OF MEETINGS

Pilot Site	Members and Selection			Positions Held by Members					Yearly Meetings (approx.)
	Total Members	Elected	Appointed	Teachers	Administrators	Special Groups	Bd. of Ed./ Community	Higher Educ.	
Alexander	40	X	X	16[a]	7	12	5	0	8-10
Buncombe	58	X	X	36[a]	12	10	0	0	10
Burke	41	X	X	24	11	2	4	0	10
Burlington	27	0	X	13[a]	10	2	1	1	4-6
Chowan	21[b]	X	X	17[a]	4	0	0	0	10
Greene	26	X	X	15[a]	9	0	2	0	10
Harnett	33	0	X	20	12	0	1	0	2-5
Haywood	57	X	X	32[a]	11	10	4	0	10
Montgomery	27	X	X	26	0	1	0	0	10
New Hanover[c]	26	X	X	15	5	2	3	1	10
Orange	43	0	X	24[a]	8	7	4	0	10
Perquimans	18	X	X	13[a]	5	0	0	0	10
Roanoke Rapids	24	X	X	14[a]	4	4	2	0	10
Salisbury	10	X	X	7[a]	2	1	0	0	10
Tarboro	20	X	X	13	7	0	0	0	10

[a] Includes NCAE by position. [b] Expanded in 1986-87. [c] Also has 77-member Career Development Council.

the steering committee was limited to 26 members. The Council has 77 members and is highly representative of teachers. The scattergram in Figure 2 reveals New Hanover as an outlier (a system that differs from others in the group) when a comparison is made of the number of committee members and the size of systems. When New Hanover County is removed from the 15 pilot sites because of its dual committee structure and the Spearman Rank Correlation Coefficient is calculated again, a coefficient of 0.889 is found. This reveals that although the number of members serving on local steering committees varies among pilot sites, the relationship closely follows the size of the school system as measured by ADA.

Second, 13 pilot sites have both elected and appointed members while two sites have appointed members only. In all but one pilot site, teachers comprise the majority of members on the committee. Burlington has the lowest percentage of teachers as members of the steering committee; it also has a committee which is wholly appointed rather than having teacher members who are elected by teachers at each building. Burlington did, however, use the criterion of teacher-of-the-year for each school building in determining the appointment of teachers to the local steering committee. As will be shown later, when teachers' perceptions of the CDP are compared across pilot sites, Burlington's teachers had the most positive opinions about the CDP.

Third, three sites have had only teachers and administrators on these steering committees. One pilot site has no administrators on its local steering committee, and nine of the 15 pilot sites include board of education or community members. Only two pilot sites have representatives from higher education on their local steering committees. The number of meetings per year varies, with the preponderance of the pilot sites (eleven) averaging ten meetings per year.

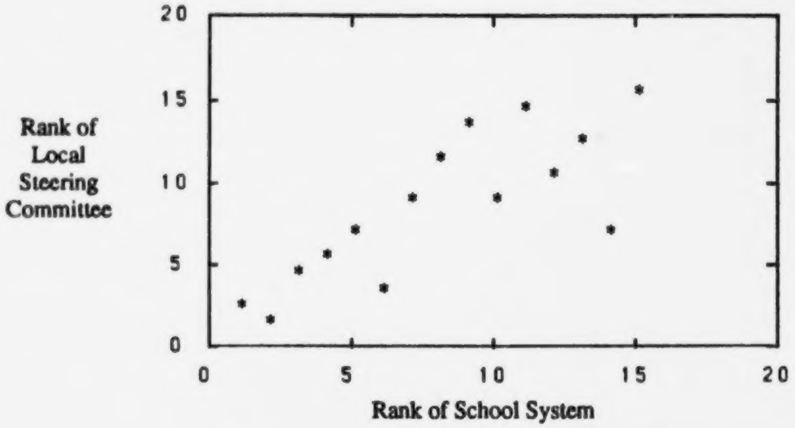


Figure 2. Relationship between size of local steering committee and size of system by ADA

OEs: Selection Procedures

Table 3-2 reveals the selection procedures used by the pilot sites for hiring OEs. Twelve of the pilot sites have procedures for notifying teachers of the positions, and 12 also have a formal application process. Nine of the pilot sites include interviews by a panel, while eight require an interview by the superintendent or his/her designee. Six pilot sites require that applicants be Career Status II teachers, one requires experience as an observer/teacher, and one requires specific grade level experience.

Two pilot sites administer a skills test as a part of their selection process. Applicants must view a videotape of a lesson and use the FODI and FODA to record and analyze what occurred during the taped lesson. Other types of hiring procedures include: interviews by personnel directors and coordinators, completion of TPAI training, and screening by a panel.

OEs: Number and Rotation

Table 3-3 reveals the number of state-funded OE positions by pilot site and the number of OEs that have rotated by pilot site for 1986-87 and 1987-88. The number of state-funded OE positions varied by pilot site from one to thirteen for 1986-87 and 1987-88.

The number of funded state OE positions was 65.2 during 1986-87 and 68.8 during 1987-88. During 1986-87, 14.2 OE positions (or 22%) rotated while in 1987-88, 21 OE positions (or 31%) rotated. This rotation varied among the pilot sites. For 1986-87,there was no rotation at five of the pilot sites and for 1987-88 there was no rotation at four of the pilot sites.

OEs: Role and Assignments

Table 3-4 reveals the types of roles carried out by OEs and how OEs are assigned for observation purposes across the pilot sites. All pilot sites used OEs for observation/evaluation and for staff development training. Six pilot sites used OEs in the coaching role—helping teachers improve in the areas of need identified during the evaluation process. Three pilot sites used OEs for other types of assignments.

Variations occur among the pilot sites in how OEs are used within the school system. Four pilot sites assign OEs to teachers by specific grade levels; two assign OEs to either elementary and secondary schools; four assign OEs to particular schools; and ten assign OEs to all schools within their school system.

OEs: Summative Ratings and Joint Observations

Table 3-5 reveals the percentage of principals seeking the OEs' input into summative ratings, the percentage of principals requesting that OEs be present at summative conferences, and the percentage of principals conducting joint observations with OEs for the years 1985-86, 1986-87, and 1987-88. For 1985-86, all pilot sites reported that some principals sought the OEs input into summative ratings, but the percentage of principals doing so ranged from 15% at one site to 100% at most of the sites. Only two pilot sites reported that OEs had been present at summative conferences. At ten pilot sites, principals and OEs had conducted joint observations. (Others did so only for reliability purposes, not for actual evaluations.)

Table 3-2

SELECTION PROCEDURES FOR HIRING OBSERVER/EVALUATORS BY PILOT SITE

Pilot Site	Notification of Position	Formal Application /Resume	Interview by Panel	Interview by Superintendent	Requirements	Skills Test	Other
Alexander	X	X	X				
Buncombe	X	X		X	CS II		Interview by coordinator, personnel director
Burke	X	X	X				
Burlington	X		X		Masters &/or CS II	X^a	
Chowan	X	X	X	X	Experience observer teacher		Completion TPAI Training
Greene	X	X		X			Also interviewed by personnel director
Harnett		X		X	Grade level specifications		
Haywood	X	X	X			X^b	Specific criteria
Montgomery	X	X		X	CS II		
New Hanover	X	X	X		CS II		Screened by Panel-administrators & teacher
Orange	X	X	X		CS II		
Perquimans				X			
Roanoke Rapids				X			
Salisbury	X	X	X				
Tarboro	X	X	X	X	1988-89 CS II		

[a] Written simulation plus definitions of selected performance appraisal terms. [b] Written simulation.

Table 3-3

NUMBER OF STATE-FUNDED OBSERVER/EVALUATORS (OEs) AND THE NUMBER OF OEs THAT ROTATED BY PILOT SITE, 1986-87 AND 1987-88

Pilot Site	1986-87				1987-88			
	Total OEs	OEs Retained from 1985-86	New OEs	Number Rotating	Total OEs	OEs Retained from 1986-87	New OEs	Number Rotating
Alexander	3	3	0	0	3	3	0	0
Buncombe	13	13	0	0	13	11	2	2
Burke	8	5	3	3	8	5	3[a]	2
Burlington	4	2	2	2	5	2	3	2
Chowan	1.6	1	.6	.6	1.7	1.7	0	0
Greene	2	2	0	0	2	1	1	1
Harnett	6	5	1	1	6	4	2	2
Haywood	5	3	2	2	5	1	4	3
Montgomery	2	1	1	1	2	1	1	1
New Hanover	12	12	0	2[b]	13	6	7	6
Orange	2.5	0	2.5	1	3	2	1	1
Perquimans	1	1	0	0	1	1	0	0
Roanoke Rapids	1.5	.5	1	1	2	1.5	.5	.5
Salisbury	1.6	1	.6	.6	1.6	1.6	0	0
Tarboro	2	2	0	0	2.5	1.5	1	.5

[a] One retired. [b] Two positions locally funded during 1985-86.

Table 3-4

OBSERVER/EVALUATORS: ROLES AND ASSIGNMENTS BY PILOT SITE, 1987-88

Pilot Site	Role Performed				Type of Assignment			
	Observe/ Evaluate	Staff Development Training	Coaching	Other	Specific Grade Levels	Elementary Secondary	Specific Schools	All Schools
Alexander	X	X	X					X
Buncombe	X	X	X		X	X	X	
Burke	X	X	X		X		X	
Burlington	X	X	(principal resource)				X	
Chowan	X	X	X					
Greene	X	X		X				X
Harnett	X	X	X		X			X*
Haywood	X	X	X					X
Montgomery	X	X						X
New Hanover	X	X						X
Orange	X	X		X				X
Perquimans	X	X						X
Roanoke Rapids	X	X				X		X
Salisbury	X	X						X
Tarboro	X	X		X	X		X	

*Within certification areas

Table 3-5

PRINCIPALS' USE OF OBSERVER/EVALUATORS (OEs) IN SUMMATIVE RATINGS AND JOINT OBSERVATIONS BY PILOT SITES, 1985 TO 1987 (in percentages)

PILOT SITE	1985-86			1986-87			1987-88		
	PRINCIPALS SEEKING OEs INPUT INTO SUMMATIVE RATING	PRINCIPALS REQUESTING OEs BE PRESENT AT SUMMATIVE CONF	PRINCIPALS CONDUCTING JOINT OBSERVATIONS WITH OEs	PRINCIPALS SEEKING OEs INPUT INTO SUMMATIVE RATING	PRINCIPALS REQUESTING OEs BE PRESENT AT SUMMATIVE CONF	PRINCIPALS CONDUCTING JOINT OBSERVATIONS WITH OEs	PRINCIPALS SEEKING OEs INPUT INTO SUMMATIVE RATING	PRINCIPALS REQUESTING OEs BE PRESENT AT SUMMATIVE CONF	PRINCIPALS CONDUCTING JOINT OBSERVATIONS WITH OEs
Alexander	100	0	0[a]	100	0	0[a]	100	0	0[a]
Buncombe	100	8	100	100	24	100	100	11	100
Burke	44	0	40	52	0	76	100	0	92
Burlington	100	0	27	100	0	18	100	0	0
Chowan	100	100	100	100	100	100	100	100	100
Greene	100	0	0	100	0	100	100	0	100
Harnett	15	0	100	55	0	100	50	0	95
Haywood	N/A	N/A	N/A	100	N/A	100	100	N/A	100
Montgomery	100	0	0	100	0	0	100	0	0
New Hanover	100	0	50	100	0	100	100	0	100
Orange	100	0	0[b]	100	43	0[b]	100	100	0[b]
Perquimans	100	0	100	100	0	100	100	0	50
Roanoke Rapids	100	0	60	100	0	80	100	0	40
Salisbury	100	0	20	60	0	20	100	0	40
Tarboro	100	0	100	100	0	100	100	0	100

[a] All principals/assistant principals conduct joint observations for reliability purposes with outside evaluators from SDPI. [b] Joint observations with outside OEs from SDPI.

During 1986-87, there was an increase in principals seeking OEs' input into summative ratings. The lowest percentage was 52%, while 12 pilot sites reported 100% of their principals sought OEs' input into summative ratings. Three pilot sites reported OEs present at summative conferences, while 12 reported joint observations by OEs and principals.

During 1987-88, all pilot sites reported that principals sought OEs' input into summative ratings and 14 of the pilots sites reported that all their principals received such input. Again, three pilot sites reported OEs present at summative conferences, while 11 reported joint observations by OEs and principals.

Required Observations

Table 3-6 reveals the number of required formal observations for provisional, Career Status I, and Career Status II teachers by pilot site for 1987-88. All pilot sites required the four state-mandated observations for provisional and career status candidates. The number of observations required for CS I and CS II teachers varied by pilot site. Edenton-Chowan is the only pilot site which required four observations for a teacher who wants to maintain Career Status I. All other pilot sites required three observations.

Greater variance occurred in the number of observations required by the different pilot sites for teachers who want to maintain Career Status II. Four pilot sites required just one observation; two pilot sites required two observations; and nine pilot sites required three observations.

Teacher CS I Attainment

Table 3-7 reveals the number of teachers who were eligible for and who attained Career Status I by pilot site for 1985 through 1987. An important point to remember is that the majority of all pilot site teachers were evaluated during 1985-86. The percentages reported for succeeding years represent a much smaller pool of candidates. For 1985-86, the range in the attainment rate was from 92% to 99%. For 1986-87, the range in the attainment rate was from 66% to 100%. For 1987-88, the range in the attainment rate was from 85% to 100%.

If CS I attainment rates are averaged over the three-year period, Perquimans has the lowest attainment rate (89.9%), while Haywood has the highest attainment rate (98.7%). While these attainment rates may appear high, the percentages do not take into account the number of non-participants at each pilot site. In some instances, such as in Alexander County, the 98% attainment rate does not reflect the fact that a large number of teachers elected not to participate in the program during the first year, making those eligible a self-selected pool of candidates. It is logical to assume that those teachers who made themselves eligible had a higher chance of qualifying than those who chose not to participate.

Administrator CS I Attainment

Table 3-8 reveals the number of administrators who were eligible for and who attained Career Status I by pilot site for 1985 through 1987. Again, a majority of the administrators were

Table 3-6

NUMBER OF REQUIRED FORMAL OBSERVATIONS FOR PROVISIONAL, CAREER LEVEL I, AND CAREER LEVEL II TEACHERS BY PILOT SITE, 1987-88

Pilot Site	Provisional			Career I Holding			Career II Candidate			Career II Holding		
	Principal	OE	Total	Principal	OE	Total	Principal	OE	Total	Principal	OE	Total
Alexander	2	2	4	1	2	3	2	2	4	1	2	3
Buncombe	2	2	4	1	2	3	2	2	4	(either)		1
Burke	2	2	4	1	2	3	2	2	4	1	2	3
Burlington	2	2	4	1	2	3	2	2	4	1	2	3
Chowan	2	2	4	2	2	4	2	2	4	1	1	2
Greene	2	2	4	1	2	3	2	2	4	1	0	1
Harnett	2	2	4	1	2	3	2	2	4	1	0	1
Haywood	2	2	4	1	2	3	2	2	4	1	2	3
Montgomery	2	2	4	1	2	3	2	2	4	1	1	2
New Hanover	2	2	4	1	2	3	2	2	4	1	2	3
Orange	2	2	4	1	2	3	2	2	4	1	2	3
Perquimans	2	2	4	2	1	3	2	2	4	1	0	1
Roanoke Rapids	2	2	4	1	2	3	2	2	4	1	2	3
Salisbury	2	2	4	1	2	3	2	2	4	1	2	3
Tarboro	2	2	4	1	2	3	2	2	4	1	2	3

Table 3-7

NUMBER OF TEACHERS ELIGIBLE FOR AND ATTAINING CAREER LEVEL I STATUS BY PILOT SITE, 1985 TO 1987

Pilot Site	1985-86			1986-87			1987-88		
	Eligible	Attained	%	Eligible	Attained	%	Eligible	Attained	%
Alexander	185	181	97.8	23	21	91.3	26	25	96.2
Buncombe	989	941	95.1	130	119	91.5	76	71	93.4
Burke	627	597	95.2	64	42	65.6	48	45	93.8
Burlington	312	301	96.5	33	31	93.9	29	29	100.0
Chowan	110	109	99.1	10	9	90.0	13	11	84.6
Greene	161	158	98.1	13	11	84.6	7	6	85.7
Harnett	511	507	99.2	45	41	91.1	59	56	94.9
Haywood	380	378	99.5	44	43	97.7	35	32	91.4
Montgomery	193	191	99.0	24	21	87.5	15	15	100.0
New Hanover	880	850	96.6	126	86	68.3	109	104	95.4
Orange	241	229	95.0	42	36	85.7	28	28	100.0
Perquimans	90	83	92.2	12	9	75.0	7	6	85.7
Roanoke Rapids	120	111	92.5	14	13	92.9	13	13	100.0
Salisbury	134	128	95.5	12	12	100.0	13	13	100.0
Tarboro	135	124	91.9	19	17	89.5	16	15	93.8

Table 3-8

NUMBER OF ADMINISTRATORS ELIGIBLE FOR AND ATTAINING CAREER LEVEL I STATUS BY PILOT SITE, 1985 TO 1987

Pilot Site	1985-86			1986-87			1987-88		
	Eligible	Attained	%	Eligible	Attained	%	Eligible	Attained	%
Alexander	14	14	100.0	6	6	100.0	0	0	0
Buncombe	87	83	95.4	15	15	100.0	4	4	100.0
Burke	48	48	100.0	0	0	0	2	2	100.0
Burlington	29	29	100.0	2	2	100.0	2	2	100.0
Chowan	11	11	100.0	0	0	0	2	2	100.0
Greene	14	14	100.0	1	1	100.0	0	0	0
Harnett	49	49	100	1	1	100.0	0	0	0
Haywood	N/A	N/A	N/A	5	5	100.0	N/A	N/A	N/A
Montgomery	18	17	94.4	2	2	100.0	0	0	0
New Hanover	97	97	100	8	6	75.0	5	5	100.0
Orange	24	23	95.8	1	1	100.0	1	1	100.0
Perquimans	9	9	100.0	2	2	100.0	0	0	0
Roanoke Rapids	11	10	90.9	0	0	0	1	1	100.0
Salisbury	13	13	100.0	0	0	0	1	1	100.0
Tarboro	6	6	100.0	1	1	100.0	1	1	100.0

evaluated during 1985-86, and the percentages reported for the succeeding years represent a much smaller pool of candidates. For 1985-86, the attainment rate ranged from 91% to 100%. For 1986-87, the attainment rate ranged from 75% to 100%. For 1987-88, the attainment rate was 100% at the nine pilot sites that had CS I candidates.

A comparison of the attainment rates of teachers and administrators for CS I reveals that in only two pilot sites and during 1985-86 only were the attainment rates lower for administrators than for teachers. In all other pilots sites during 1985-86, and in all pilot sites the next two years, the attainment rates for administrators were higher than those for teachers. For all three years, nine pilot sites reflect a CS I attainment rate of 100% for administrators. Roanoke Rapids' attainment average rate of 92% was the lowest rate for any pilot site.

Teacher CS II Attainment

Table 3-9 reveals the number of teachers who were eligible for Career Status II and the number of teachers who applied for CS II by pilot site for 1986-87 and 1987-88. It also reveals the percentage of eligible teachers who applied for CS II and the number and percentage of teachers who attained CS II by pilot site for 1986-87 and 1987-88. A majority of teachers were evaluated during 1986-87, the first year of evaluation for Career Status II. The attainment rates for 1986-87 ranged from 55% to 96%. The attainment rates for 1987-88 ranged from 43% to 100%. It is interesting to note that in the systems with the lowest attainment rates (55% and 43%), a smaller proportion of eligible teachers had applied for evaluation, while in the systems with the highest attainment rates (96% and 100%), all, or almost all, eligible teachers applied for evaluation. It would be logical to assume that in the systems where the candidate pool was more selective, more teachers would attain their desired status, while in systems where the candidate pool was not selective, fewer teachers would attain their desired status. Just the reverse occurred.

A possible explanation of the variance in these attainment rates may be related to the personnel records evaluation activity discussed later in this chapter. In the systems where the attainment rates were 43% and 55%, independent readers' ratings of principals' summative scores agreed in every function area. In the systems where the attainment rates were 96% and 100%, independent readers' ratings of principals' summative scores disagreed on one function for the 96% attainment rate and on all of the first five functions for the 100% attainment rate. In each instance of disagreement, the principals rated the teachers higher than did the readers. Because the requirements for CS II were scores of "4" and one score of "5" or "6" in a function area, this difference in even one function rating could account for attainment of CS II. The comparison of readers' ratings and principals' ratings and these four attainment rates suggests strongly that the differences are due to inflated summative ratings accorded by principals.

Administrator CS II Attainment

Table 3-10 reveals the number of administrators who were eligible for

Table 3-9

NUMBER OF TEACHERS ELIGIBLE FOR AND ATTAINING CAREER LEVEL II STATUS BY PILOT SITE, 1986-87 AND 1987-88

PILOT SITE	1986-87					1987-88				
	ELIGIBLE	APPLIED	%	ATTAINED	%	ELIGIBLE	APPLIED	%	ATTAINED	%
Alexander	134	105	78.0	86	81.9	67	34	50.7	30	88.2
Buncombe	790	634	80.3	581	91.6	210	180	85.7	164	91.1
Burke	547	270	49.4	237	87.8	345	201	58.3	174	86.6
Burlington	237	159	67.1	126	79.2	126	51	41.1	38	74.5
Chowan	102	78	76.5	68	87.2	43	35	81.4	27	77.1
Greene	132	112	84.8	99	88.4	40	28	58.3	12	42.9
Harnett	441	333	75.5	295	88.6	145	114	78.6	97	85.1
Haywood	325	192	59.1	155	80.7	199	80	40.2	75	93.8
Montgomery	159	116	73.0	103	88.8	55	46	83.6	43	93.5
New Hanover	683	577	84.4	433	75.0	241	146	60.6	118	80.8
Orange	160	131	81.8	116	88.5	32	32	100.0	32	100.0
Perquimans	67	40	59.7	22	55.0	52	26	50.0	21	80.8
Roanoke Rapids	102	73	71.6	66	90.4	38	34	89.5	28	82.4
Salisbury	85	77	90.6	74	96.1	23	18	78.3	15	83.3
Tarboro	110	87	79.1	71	81.6	44	37	84.1	31	83.8

Table 3-10

NUMBER OF ADMINISTRATORS ELIGIBLE FOR AND ATTAINING CAREER LEVEL II STATUS BY PILOT SITE, 1986-87 AND 1987-88

Pilot Site	1986-87					1987-88				
	Eligible	Applied	%	Attained	%	Eligible	Applied	%	Attained	%
Alexander	14	14	100.0	12	85.7	1	0	--	0	--
Buncombe	81	78	96.3	77	98.7	11	11	100.0	10	90.9
Burke	46	40	87.0	35	87.5	11	7	63.6	3	42.9
Burlington	26	26	100.0	25	96.2	2	2	100.0	2	100.0
Chowan	10	10	100.0	10	100.0	0	0	--	0	--
Greene	11	11	100.0	10	90.9	1	1	100.0	1	100.0
Harnett	46	45	97.8	33	73.3	0	0	--	0	--
Haywood	39	37	94.9	35	94.6	3	1	33.3	1	100.0
Montgomery	16	16	100.0	16	100.0	1	1	100.0	1	100.0
New Hanover	72	68	94.4	63	92.6	4	4	100.0	3	75.0
Orange	13.5	13.5	100.0	10.5	77.8	1	1	100.0	1	100.0
Perquimans	8	7	87.5	6	85.7	2	2	100.0	1	50.0
Roanoke Rapids	9	9	100.0	8	88.9	0	0	--	0	--
Salisbury	11	11	100.0	11	100.0	0	0	--	0	--
Tarboro	4	4	100.0	4	100.0	5	5	100.0	5	100.0

Career Status II, the number of administrators who applied for CS II, the percentage of eligible administrators who applied for CS II, and the percentage of administrators who attained CS II by pilot site for 1986-87 and 1987-88. A majority of administrators were evaluated during 1986-87, the first year of evaluation for Career Status II. The attainment rates for 1986-87 range from 73% to 100%. The attainment rates for 1987-88 ranged from 43% to 100%. In four sites the attainment rate was 100% over the two-year period. A greater proportion of eligible administrators applied for CS II than did teachers. A comparison of the CS II attainment rates of teachers and administrators reveals that in three pilot sites during 1986-87 and four pilot sites during 1987-88 the attainment rates were lower for administrators than for teachers.

Appeal Cases and Decisions

Table 3-11 reveals the number of appeal cases heard by the appeals panels and local boards of education and the results of those appeal cases by pilot site for 1985-86. A total of 37 appeal cases were heard by local panels at six pilot sites. Nine pilot sites reported no appeals during the first year of the program. Of the 37 appeal cases, five were decided in favor of the teacher; 31 were decided in favor of the principal; and one was a principal's appeal decided in favor of the principal. Nine of the 31 appeal cases (29%) not decided in favor of the teacher went to a local board of education for the second stage of the appeals process. One of these appeals was decided in favor of the teacher and eight were decided in favor of the principal.

Table 3-12 provides the same details for appeal cases decided during 1986-87. A total of 65 appeal cases were heard by local panels at eleven pilot sites. Four pilot sites reported no appeals during the second year of the program. The number of appeals increased from 37 to 65 during the second year of the program. It is important to remember, though, that 1986-87 was the first year for evaluation for Career Status II, and the attainment rates were not as high for this status as those for Career Status I. Therefore, more appeals would be expected.

Of the reported 65 appeal cases, 25 were decided in favor of the teacher and 40 in favor of the principal by the local panels. Twenty-four of the appeal cases were submitted to a board of education. On nine cases the board ruled in favor of the teacher and on seven cases in favor of the principal. Eight of the appeal cases had not yet been decided at the time of this study.

Table 3-13 details in similar fashion the appeal cases heard during 1987-88. Thirty-three appeal cases were conducted during this year, an almost fifty percent decrease from the previous year. Local panels decided nine appeal cases in favor of the teacher and 20 in favor of the principal. Two of the other appeal cases decided in favor of the principal were actually appeals made by the principals on behalf of their own evaluation. Seventeen of the appeals were submitted to the local board of education where four were decided in favor of the teacher and 11 in favor of the principal. Again, two of these cases were appeals by principals. Therefore, when these cases were decided in favor of the principal, it really was in favor of the person who had been evaluated.

Table 3-11

NUMBER OF APPEAL CASES AND DECISIONS BY PILOT SITE, 1985-86

PILOT SITE	APPEALS PANEL			BOARD OF EDUCATION		
	APPEALS MADE TO PANEL	PANEL IN FAVOR OF TEACHER	PANEL IN FAVOR OF PRINCIPAL	PANEL DECISIONS TO BOARD	BOARD IN FAVOR OF TEACHER	BOARD IN FAVOR OF PRINCIPAL
Alexander	0	0	0	0	0	0
Buncombe	13	2	11	2	0	2
Burke	8	2	6*	0	0	0
Burlington	0	0	0	0	0	0
Chowan	0	0	0	0	0	0
Greene	0	0	0	0	0	0
Harnett	0	0	0	0	0	0
Haywood	0	0	0	0	0	0
Montgomery	0	0	0	0	0	0
New Hanover	9	0	9	3	1	2
Orange	0	0	0	0	0	0
Perquimans	1	0	1	0	0	0
Roanoke Rapids	3	1	2	2	0	2
Salisbury	0	0	0	0	0	0
Tarboro	3	0	3	2	0	2

*One decision was for a principal who appealed his evaluation decision.

Table 3-12

NUMBER OF APPEAL CASES AND DECISIONS BY PILOT SITE, 1986-87

Pilot Site	Appeals Panel			Board of Education		
	Appeals Made to Panel	Panel in Favor of Teacher	Panel in Favor of Principal	Panel Decisions to Board	Board in Favor of Teacher	Board in Favor of Principal
Alexander	0	0	0	0	0	0
Buncombe	12	10	2	4	4	0
Burke	12	9	3	6	3	3
Burlington	1	0	1	0	0	0
Chowan	1	1	0	0	0	0
Greene	3	0	3	0	0	0
Harnett	1	0	1	0	0	0
Haywood	7	0	7	2	0	2
Montgomery	0	0	0	0	0	0
New Hanover	22	3	19	11[*]	1	2
Orange	2	1	1	1	1	0
Perquimans	1	0	1	0	0	0
Roanoke Rapids	0	0	0	0	0	0
Salisbury	0	0	0	0	0	0
Tarboro	3	1	2	0	0	0

[*] Eight cases still pending decisions.

Table 3-13

NUMBER OF APPEAL CASES AND DECISIONS BY PILOT SITE, 1987-1988

PILOT SITE	APPEALS PANEL			BOARD OF EDUCATION		
	APPEALS MADE TO PANEL	PANEL IN FAVOR OF TEACHER	PANEL IN FAVOR OF PRINCIPAL	PANEL DECISIONS TO BOARD	BOARD IN FAVOR OF TEACHER	BOARD IN FAVOR OF PRINCIPAL
Alexander	0	0	0	0	0	0
Buncombe	1	1	0	0	0	0
Burke	5[a]	2	2[b]	2	0	2[b]
Burlington	0	0	0	0	0	0
Chowan	0	0	0	0	0	0
Greene	4	0	4	4	0	4
Harnett	4	2	2	0	0	0
Haywood	1	1	0	1	1	0
Montgomery	2	1	1	0	0	0
New Hanover	10	0	10	6	3	3
Orange	2	1	1	2	0	2
Perquimans	0	0	0	0	0	0
Roanoke Rapids	0	0	0	0	0	0
Salisbury	3	1	2	2	0	2
Tarboro	1[a]	0	0	0	0	0

[a] Not yet decided

[b] These are principals appealing their evaluation decision

Appeal Cases by Pilot Site

Table 3-14 reveals the number of appeal cases by pilot site, 1985 to 1987. Pilot sites are ranked by the total number of appeal cases and by size of school system based on ADA. A total of 135 appeal cases have occurred in 14 pilot sites, with 37 in 1985-86, 65 in 1986-87, and 33 in 1987-88. Only one pilot site, Alexander County, has experienced no appeals during the course of the pilot program.

When a Spearman Rank Correlation Coefficient is applied to the rank of appeals by rank of school system a strong, positive correlation coefficient of 0.616 is obtained. This reveals a relationship between the number of appeals per pilot site based on system size. The scattergram in Figure 3 shows this linear relationship. If two outlier pilot sites (those whose patterns differ from the group) are removed—Alexander with no appeals and Burlington with only one—the coefficient increases to 0.814. This reveals an even stronger, positive relationship between size of system and number of appeals.

Local Appeals Panel Membership

Table 3-15 reveals the number of members on local appeals' panels and their representative groups by pilot site for 1986-87 and 1987-88. A Spearman Rank Correlation Coefficient based on the number of members on the panel and size of school system based on ADA reveals a correlation coefficient of 0.730 for 1986-87 and one of 0.781 for the 1987-88. These coefficients reveal a strong, positive relationship between the number of panel members and the size of system. Figures 4 and 5 reveal this size comparison for 1986-87 and 1987-88, respectively. A closer relationship of system size to panel membership can be seen from these two scattergrams over the two year period. One outlier school system can be identified for both years. While Montgomery County is the seventh largest pilot site, it has the fewest members on the local appeals panel. It also reported that no teachers serve as panel members. All pilot sites except three show an increase in the size of panel membership during 1987-88. Perquimans' panel remained the same size, while Burke's and Orange's panel decreased in size. Orange County reported that training was offered later in 1987-88 than in 1986-87, and, as a result, it did not have as many volunteers as during the previous year.

Local Timelines for Appeals Procedures

Table 3-16 reveals the local timelines for the nine steps of the appeals procedures by pilot site for 1987-88. The number of days for the total nine steps ranged from 25 days to 71 days. Orange County has a possible 71 days in its appeals process, but this is not always the case. The first step of the process—after the summative conference, the principal notifies the teacher in writing of his/her decision not to recommend for higher career status—is a thirty-day period. However, Orange County specifies thirty days or completion by June 10th. Since summatives evaluations are completed at the end of the school year, the June 10th regulation means that it is usually not a thirty-day period of time before the teacher is notified in writing of a negative summative decision.

Table 3-14

APPEAL CASES BY PILOT SITE, 1985 TO 1987, AND TOTAL CASES COMPARED TO SIZE OF SCHOOL SYSTEM

Pilot Site	Number of Appeal Cases				Rank Among Pilot Sites	
	1985-86	1986-87	1987-88	Total	By Total No. of Appeals	By Size of ADA
Alexander	0	0	0	0	1	8
Buncombe	13	12	1	26	14	15
Burke	8	12	5	25	13	13
Burlington	0	1	0	1	2	10
Chowan	0	1	0	1	2	3
Greene	0	3	4	7	10	5
Harnett	0	1	4	5	9	12
Haywood	0	7	1	8	12	11
Montgomery	0	0	2	2	4	7
New Hanover	9	22	10	41	15	14
Orange	0	2	2	4	8	9
Perquimans	1	1	0	2	4	1
Roanoke Rapids	3	0	0	3	6	4
Salisbury	0	0	3	3	6	2
Tarboro	3	3	1	7	10	6

Table 3-15

LOCAL APPEALS PANEL MEMBERSHIP BY PILOT SITE, 1986-87 AND 1987-88

PILOT SITE	1986-87				1987-88			
	TEACHERS	PRINCIPALS/ ASST PRIN	OTHER ADMINISTRATORS	TOTAL	TEACHERS	PRINCIPALS/ ASST PRIN	OTHER ADMINISTRATORS	TOTAL
Alexander	61	16	9	86	81	17	9	107
Buncombe	82	67	21	170	117	67	21	205
Burke	62	41	8	111	46	41	8	95
Burlington	N/A	N/A	N/A	N/A	93	17	8	118
Chowan	13	8	7	28	19	8	7	34
Greene	9	9	3	21	39	9	4	52
Harnett	71	30	15	116	106	32	15	153
Haywood	70	20	12	102	113	20	12	145
Montgomery	0	14	4	18	0	16	4	20
New Hanover	59	8	2	69*	62	1	7	70
Orange	131	16	19	166	42	17	11	70
Perquimans	14	6	5	25	14	6	5	25
Roanoke Rapids	23	9	4	36	34	9	4	47
Salisbury	14	5	5	24	21	6	5	32
Tarboro	8	10	7	25	13	10	7	30

*The number of total participants from 1985 through 1988 was 237.

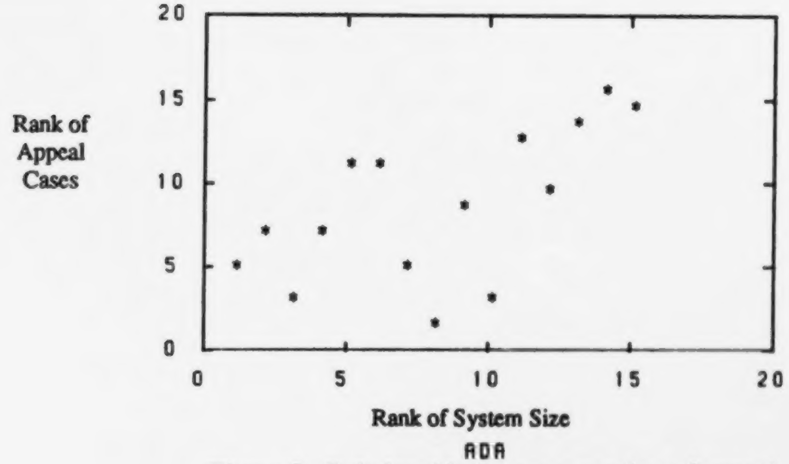


Figure 3. Relationship between number of appeal cases and size of system by ADA.

Although size of system has some relationship to the number of days allowed for the appeals process to be carried out, the relationship is not strong. A Spearman Rank Correlation Coefficient revealed a correlation of 0.391. This correlation, when shown on a scattergram in Figure 6, is more dispersed than those for other relationships examined. The smaller systems generally require fewer days to accomplish the nine steps in the appeals process—Per-

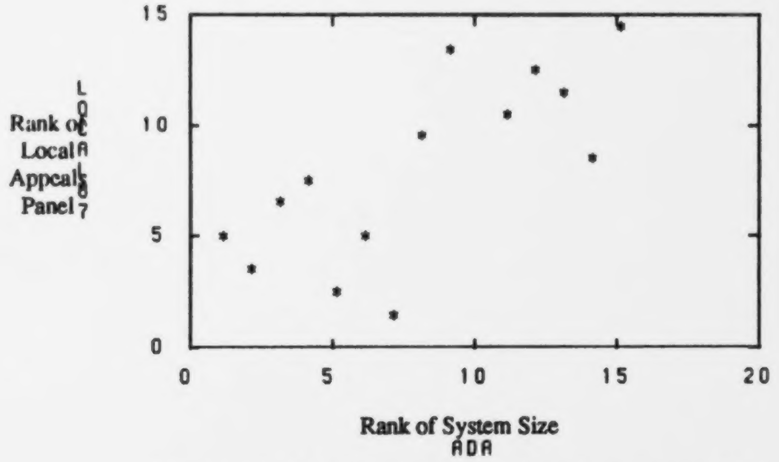


Figure 4. Relationship between size of local appeals panel and size of system by ADA, 1986-87.

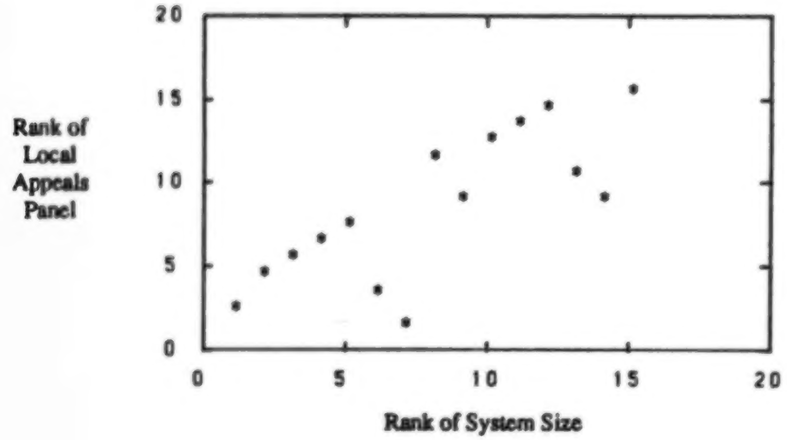


Figure 5. Relationship between size of local appeals panel and size of system by ADA, 1987-88.

quimans, 25 days; Tarboro, 25 days; Salisbury, 28 days; Roanoke Rapids, 30 days. Edenton-Chowan, however, is the third smallest pilot site, but requires 47 days for its process. Conversely, Burlington which is tenth in size requires only 25 days for its process. The three largest systems—Buncombe, Burke, and New Hanover—require 41 days, 37 days, and 61 days, respectively.

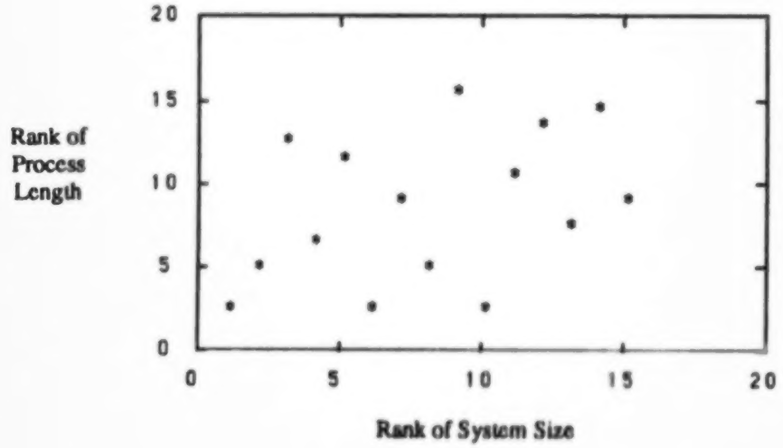


Figure 6. Relationship between length of time for appeals process and size of system by ADA.

Table 3-16

LOCAL TIMELINES FOR APPEALS PROCEDURES, FOR 1987-88

Steps in the Appeals Process	Alexander	Buncombe	Burke	Burlington	Edenton-Chowan	Greene	Harnett	Haywood
	Number of Days Allowed to Complete Step							
1. After the summative conference, principal notifies teacher in writing of decision not to recommend for higher career status.	1	3	same day	2	5	5	5	3
2. After notice of recommendation, teacher desiring to appeal notifies principal of intent to appeal and reasons for the appeal.	3	3	5	2	5	5	10	5
3. After receiving teacher's notification of intent to appeal, principal notifies superintendent in writing of the appeal.	2	3	2	2	5	3	5	3
4. After receiving roster of eligible evaluators, the principal shall notify the superintendent of his Appeals Panel member selection.	1	3	3	2	5	5	5	3
5. Superintendent shall notify principal if he does not approve the principal's selection.	1	3	2	2	5	3	5	3
6. Principal and teacher shall meet for the purpose of further selecting Panel members.	5	3	5	3	5	5	5	3
7. After the Panel is constituted, the superintendent shall convene a meeting of the Panel.	10	10	10	5	7	10	10	10
8. If other evidence is to be introduced, copies must be distributed prior to the review.	2	3	5	2	3	5	5	3
9. After the mailing of the report of the Appeals Panel, either party may request in writing a hearing before the local board of education.	3	10	5	5	7	5	10	10
	28	41	37	25	47	46	60	43

Steps in the Appeals Process	Montgom.	New Hanover	Orange	Perquimans	Roanoke Rapids	Salisbury	Tarboro
	Number of Days Allowed to Complete Step						
1. After the summative conference, principal notifies teacher in writing of decision not to recommend for higher career status.	5	5	30*	2	1	1	1
2. After notice of recommendation, teacher desiring to appeal notifies principal of intent to appeal and reasons for the appeal.	5	10	5	5	5	5	5
3. After receiving teacher's notification of intent to appeal, principal notifies superintendent in writing of the appeal.	5	5	2	1	1	1	1
4. After receiving roster of eligible evaluators, the principal shall notify the superintendent of his Appeals Panel member selection.	3	5	2	1	1	1	3
5. Superintendent shall notify principal if he does not approve the principal's selection.	3	5	2	1	1	1	1
6. Principal and teacher shall meet for the purpose of further selecting Panel members.	5	10	3	3	2	2	3
7. After the Panel is constituted, the superintendent shall convene a meeting of the Panel.	5	10	15	5	7	5	5
8. If other evidence is to be introduced, copies must be distributed prior to the review.	3	1	2	0	2	2	1
9. After the mailing of the report of the Appeals Panel, either party may request in writing a hearing before the local board of education.	7	10	10	7	10	10	5
	41	61	71	25	30	28	25

*or not later than June 10th

Local Provisions Added to State Appeals Process

Chart 2 reveals the local provisions added to the state appeals process as reported by pilot sites. Four sites reported no additions that modify the state procedures. Ten sites reported that additional appeals training is provided to members of the appeals' panel. Buncombe County allows the second party accompanying the teacher (or principal) to be from outside the educational community. Burke and Orange counties limit the terms of appeals panel members to two years, while Greene County sets a time limit on the presentation of cases. Harnett County and Roanoke Rapids report that written directions are provided for the conduct of the panel meeting and a form is used to record panel findings.

New Hanover County allows for slight variations in the days allowed for the conduct of the nine steps of the process without causing a procedural error. New Hanover requires that "other evidence" be submitted at least the day before the panel convenes and includes FODIs in the category of other/additional evidence. Lastly, Orange County includes a parliamentarian as a part of the panel to advise on procedures.

Extra-Duty/Extra-Pay Activities

Table 3-17 reveals the major extra-duty/extra-pay activities assigned to teachers and assistant principals by pilot site during 1987-88. Fourteen pilot sites included mentor teachers as part of extra-duty/extra-pay activities. Thirteen pilot sites included department chairpersons as part of extra-duty/extra-pay activities. Thirteen pilot sites included staff development training and ten pilot sites included special curriculum projects as extra-duty/extra-pay activities. Eight pilot sites included student teacher advising as an extra-duty/extra-pay activity. Other less prevalent activities included serving as a member of a Southern Association Accreditation study (SACS), an academic coach, events coordinator, a member of textbook review committee, subject area coordinator, student activities director, and a member of an assistance team.

Tables 3-18 and 3-19 reveal the amounts paid by pilot sites for extra-duty activities during 1987-88. These tables also display the differences that exist across the pilot sites in the determination of extra-duty pay.

Table 3-18 reveals the differences that exist in the extra-duty pay for department chairpersons. Some pilot sites pay on a monthly basis, prorated by size of the department. Differences in compensation vary not only with size of the department but also with level of position, i.e., elementary, junior high, and high school. Some pilot sites pay on an annual basis. The least amount paid is $200 per year and the maximum is $1,500 per year.

Only two pilot sites—Edenton-Chowan and Perquimans—provided no extra pay to department chairpersons. Edenton-Chowan's extra-duty activities focused on curriculum and staff development areas, and the system did not use funds to pay for activities conducted in their school system prior to the initiation of the CDP. Perquimans also focused on curriculum and staff development in its extra-duty/pay program.

Table 3-19 reveals the amounts paid for activities as a mentor teacher, student teacher supervisor, and as a member of a SACS study team. Mentor

Chart 2

LOCAL PROVISIONS ADDED TO STATE APPEALS PROCESS

Alexander:	No additions.
Buncombe:	Adds "unsupported by the evidence" to the arbitrary/capricious appeal category; permits second party (advisory only) to be from outside the educational community; Performance Appraisal Training (PAT); additional appeals hearing procedures.
Burke:	PAT training offered to all teachers, allowing them eligibility to serve on appeals panels. No person will serve on appeals panel for two successive years.
Burlington:	No additions.
Edenton-Chowan:	Three hours of training in addition to PAT post 1987-88 update and review session for all potential panel member.
Greene:	Twenty minute time limit on presentation of cases; may request an additional ten minutes; ten minutes rebuttal time. Training required for all selected panel members.
Harnett:	Roster of *all* PAT-trained staff used for panel selection. Written directions for conduct of panel meeting provided in advance to all parties. Form used for panel findings.
Haywood:	No additions.
Montgomery:	No additions
New Hanover:	Number of days in timeline may have slight variation and not cause for procedural error. Other evidence to be introduced must be supplied at least the day before the panel review is scheduled. Local training provided for appeals panel members. Superintendent provides a copy of the letter of ppeal in advance of review. FODIs (raw data) are considered to be in the category of other additional evidence.
Orange:	No person will be approved to serve on Appeals Panel for two successive years; three panel members, one alternate, and a parliamentarian to advise on procedures.
Perquimans:	Three hours of additional appeals training.
Roanoke Rapids:	Three hours of additional appeals training. Written directions for conduct of panel meeting provided in advance to all parties. Form used for panel findings.
Salisbury:	PAT training with model set, role play.
Tarboro:	Offer PAT to all teachers.

Table 3-17

EXTRA-DUTY, EXTRA-PAY ACTIVITIES ASSIGNED TO TEACHERS AND ASSISTANT PRINCIPALS BY PILOT SITE, 1987-88

Pilot Site	Dept Chair	Mentor	Student Teacher Advisor	Sacs Accred	Staff Devel	Academic Coach	Events Coord	Special Projects (Curric)	Textbook Review	Subject Area Coord	Student Activities	Ass't Team
Alexander	X	X	X	X	X			X				
Buncombe	X	X	X	X	X	X	X	X	X		X	
Burke	X	X	X	X	X		X	X	X			
Burlington	X	X			X		X			X		
Chowan		X			X			X			X	
Greene	X	X		X	X			X				
Harnett	X	X	X		X	X	X	X		X		
Haywood	X	X	X	X	X			X		X		
Montgomery	X	X			X			X		X		
New Hanover	X	X		X	X							X
Orange	X	X	X		X						X	
Perquimans					X			X				
Roanoke Rapids	X	X	X			X						
Salisbury	X	X			X							
Tarboro	X	X[a]	X				X	X			X	

[a] Support team teachers.

Table 3-18

AMOUNTS PAID FOR EXTRA DUTY SERVICE AS A DEPARTMENT CHAIRPERSON BY PILOT SITE, 1987-88

PILOT SITE	DEPARTMENT CHAIRPERSON
Alexander	$690-$1200/yr. high school/jr. high school depending on department size; $630 for elementary for 5 months
Buncombe	$200-350/yr. depending on department size
Burke	$500-1,000/yr. depending on department size
Burlington	$900-1,500/yr. ($900 8 months; $1,500 for 12 months)
Chowan	N/A
Greene	$800/yr.
Harnett	$200-400/yr. depending on department size
Haywood	$500-750/yr. depending on department size
Montgomery	$450/yr. + $25 increment for each two (or portion) persons above five
New Hanover	$800-1000/yr. depending on department size
Orange	$500-$1,000/yr. depending on department size
Perquimans	N/A
Roanoke Rapids	$600-1,000/yr. depending on department size
Salisbury	$360-720/yr. depending on department size
Tarboro	$400-600/yr. depending on department size

Table 3-19

AMOUNTS PAID FOR EXTRA DUTYACTIVITIES BY PILOT SITE, 1987-88

Pilot Site	Mentor		Student Teacher Supervision		Southern Assn. Accreditation	
	Per Month	Per Year	Per Month	Per Year	5-Year Study	10-Year Study
Alexander	$126	$1,263	$126		$50/month	$100/month
Buncombe		$300		$300	$100/$250[b]	
Burke		$750		$400	$300/year	$1,000/year
Burlington		$1,050				
Chowan		$370-$447[a]				
Greene		$800				
Harnett		$300		$300		
Haywood		$750		$400	$250/member $500/chair	$250/member $500/chair
Montgomery		$750				
New Hanover	$100	$1,000			$800/year	$1000/year
Orange		$500		$250		
Perquimans						
Roanoke Rapids		$600	$100			
Salisbury		$720 (1st yr) $360 (2nd yr)				
Tarboro		$300-$400		$300		

[a] Based on 5 days of salary. [b] Based on size of school.

teachers' pay ranges from $300 to $1,263 a year, student teacher supervisors' pay ranges from $250 to $400 per year, and SACS team members' pay ranges from $100 to $1,000 per year.

Opinion Surveys

In the spring of 1988, opinion surveys were administered to five different respondent groups at each of the fifteen pilot sites. The survey methodology and more detailed analysis of results is described in the next major section, "Activity 2: Opinion Survey." The purpose here is to compare the overall perceptions of the CDP reported by personnel at each pilot site.

Table 3-20 reveals overall mean scores from the opinion survey for each respondent group by pilot site. Mean scores were derived from the combined responses of each group to all questions on the survey questionnaires. Each item answered received a numerical value according to the following scale: 5 = strongly agree; 4 = agree; 3 = neither agree nor disagree; 2 = disagree; 1 = strongly disagree. Thus, all responses made by each respondent group could be averaged to an overall value, or "mean score," which represented the group's degree of positiveness toward the CDP. Next to each mean score in Table 3-20 is a number in parentheses that represents the rank of that score within the respondent group: "1" indicates the most positive score among the 15 pilot sites and "15" indicates the least positive score of the 15 pilot sites.

To obtain the mean scores, the negative questions asked on the opinion surveys were reversed to align the responses in the right direction on the five-point scale. It also is important to note 1) that the questionnaires for superintendents and principals included questions on the Principal Performance Appraisal System that were not asked of other respondents and 2) that the questionnaire for central office personnel and special groups of educators asked generic questions about their evaluation criteria and process that were different from those asked other respondent groups. The mean scores, however, do reveal an overall perception of the program at each site by each respondent group.

These overall mean scores indicating relative perceptions about the Career Development Program reveal two important points. First, all mean scores obtained for all respondent groups are slightly positive (3.14) to positive (4.67). The mean scores for superintendents ranged from 3.48 to 4.67 and made them the most positive of all of the respondent groups. (Since questionnaire responses received from superintendents cannot be reported anonymously by pilot sites, their mean scores are not displayed in Table 3-20.) In no pilot site are overall mean scores negative (less than 3.00).

Second, the perceptions of the program vary by pilot site and by respondent group. While teachers in Greene County have the least positive overall perception of the program (rank of 15th out of 15 pilot sites), the perceptions of Greene County's principals and assist ant principals (rank of 9th) are near the average for the pilot sites. Greene County's central office and special groups of educators perceptions rank 13th in positive reactions to the program, while their school board members rank 7th in positive reactions.

Table 3-20

Perceptions of the Career Development Program Reported on Opinion Surveys of Pilot Site Personnel

	Mean Score (and Rank) of Each Response Group			
Pilot Site	Teachers	Principals/ Asst. Prin.	Central Office/ Special Groups	School Board
Burlington	3.73 (1)	4.15 (2)	3.97 (2)	4.21 (1)
Buncombe	3.66 (2)	4.04 (3)	3.91 (3)	3.19 (15)
Edenton-Chowan	3.62 (3)	4.24 (1)	4.02 (1)	3.97 (6)
Salisbury	3.54 (4)	3.81 (8)	3.83 (5)	4.10 (4)
Roanoke Rapids	3.46 (5)	3.88 (6)	3.56 (10)	3.71 (11)
Perquimans	3.44 (6)	3.40 (15)	3.68 (6)	4.04 (5)
Harnett	3.42 (7)	3.68 (11)	3.59 (7)	3.73 (10)
Montgomery	3.37 (8)	4.00 (4)	3.86 (4)	3.88 (8)
Haywood	3.32 (9)	3.76 (10)	3.50 (11)	4.20 (2)
New Hanover	3.22 (10)	3.92 (5)	3.39 (14)	3.46 (14)
Alexander	3.20 (11)	3.56 (14)	3.44 (12)	4.12 (3)
Tarboro	3.19 (12)	3.83 (7)	3.57 (8)	3.69 (12)
Burke	3.16 (13)	3.67 (13)	3.18 (15)	3.48 (13)
Orange	3.15 (14)	3.68 (12)	3.57 (9)	3.83 (9)
Greene	3.14 (15)	3.79 (9)	3.42 (13)	3.91 (7)

Orange County's teachers perceptions of the program rank 14th, while their principals and assistant principals' perceptions rank 12th. Orange County's centraloffice and special groups of educators and school board members rank 9th in positive perceptions about the program.

Burlington ranks at or near the top across all respondent groups in positive reactions to the program—teachers rank 1st, principals and assistant principals rank 2nd, central office and special groups of educators rank 2nd, and school board members rank 1st. Buncombe County, which ranks 2nd in teachers' positive perceptions about the program, also ranks high on principals' and assistant principals' perceptions (3rd) and central office and special groups of educators (3rd), but their school board members' perceptions are the least positive (rank of 15th).

It is important to remember that, in most instances, the differences among the pilot sites on these rankings are hardly discernible, particularly within clusters of scores for specific respondent groups. Greater differences are found across respondent groups. This information has been provided for descriptive purposes and inferences should not be drawn from the rankings.

Conclusion

This comparative information on the 15 pilot sites allows certain conclusions to be drawn concerning the most desirable practices that are being utilized for CDP implementation. Local control, however, must always allow for adaptations by each school system. Some practices, as examined in this study, appear to be more successful than others. Practices that seem advisable for all CDP sites are incorporated in the recommendations offered in Chapter 4.

ACTIVITY 2: OPINION SURVEY

One of the most comprehensive data collection activities carried out by the study team was the administration of five opinion surveys. The survey questionnaires were sent to all personnel in the fifteen pilots sites who were eligible to participate in the Career Development Program and to all school board members at each pilot site. This section describes the methodology and highlights the results of the opinion surveys.

Description of Methodology

During the development of the study proposal, Dr. Carol Furtwengler, principal investigator, spent a week in North Carolina collecting information and opinions about the CDP. This was done by: 1) meeting with the education subcommittee of the government operations commission; 2) interviewing key personnel in the SDPI; 3) attending a statewide CDP coordinators' meeting and having the coordinators complete a short questionnaire; and 4) interviewing a cross-section of personnel at one CDP pilot site. The information gained from these activities and from printed reports and documents pertaining to the CDP became the basis for the development of the questions on the opinion surveys.

Five separate opinion questionnaires were developed, one for each of the five different respondent groups—teachers, principals and assistant principals, central office staff and special groups of educators, superintendents, and school board members. Specific information about the TPAS was needed from teachers and about the PPAS and APPAS from principals and assistant principals. This meant that central office personnel and personnel included as special groups of educators (i.e., media specialists, guidance counselors, psychologists) would need a questionnaire that addressed the evaluation criteria for their positions.

The study team met twice to review the questions on the opinion surveys as they were being developed and finalized. Major categories were identified for the grouping of questions. These included: Performance Appraisal Evaluation Systems, Observer/Evaluators, Staff Development, and Program Goals. Where possible, the same questions were asked of different respondent groups so comparisons could be made in the differences of opinion across groups.

Demographic information was collected from all certified personnel who completed a questionnaire. These items included: school and school system; grade level and subject area assignment; administrative assignment; years of experience in current positions in North Carolina; current Career Status; highest level for which the respondent had been evaluated; race; and sex. Demographic information from school board members included school system, race, and sex.

In April, 1988, a pilot test of the questionnaires was conducted in Buncombe County. It was decided to pilot test the surveys in the largest pilot site, since it would have a more diverse population and be more representative of various demographic characteristics. The pilot test consisted of a two-part process. The first included the actual administration of the questionnaire to approximately 100 teachers who represented various demographic characteristics (K-12, race, rural vs. urban, and sex). Five principal and assistant principal questionnaires, two school board questionnaires, and one superintendent questionnaire also were administered and, again, to respondents who represented as many different demographic characteristics as possible.

The second part of the pilot test asked the respondents to review the questions and to write comments when questions were not clear or were not relevant. Respondents also were asked to indicate if any important questions were not asked that they would like included on the survey. Appendix B contains the letter and directions for administration sent to the pilot site to test the opinion survey.

After reviewing the results of the pilot test, the surveys were edited to reflect the information gleaned from the respondents. The opinion surveys were then finalized and sent to the General Assembly's education subcommittee for approval before distribution to local pilot units. The opinion surveys (7,354) were sent to the pilot sites on May 13th to be completed and returned before the end of the 1987-88 school year. The directions for administration of the surveys and copies of each survey are contained in Appendix B.

As survey response cards were received, they were examined for completion of information and coding. The data were then electronically scanned into a computer database, edited for accuracy, and analyzed.

Results of the Opinion Survey

Of the 7,354 opinion surveys sent to the pilot sites, 6,528 were returned, an overall response rate of 89%. The return rate for each response group at each pilot site is revealed in Table 3-21. While superintendents are not listed on this table, their group had the highest response rate—100%. This was followed by a 99% response rate for principals, an 89% response rate for teachers, an 81% response rate for central office personnel and special groups of educators, and a 71% response rate for school board members.

Reliability coefficients for each opinion survey type were calculated as follows: teachers, .999; principals and assistant principals, .989; central office personnel and special groups of educators, .982; school board members, .939; and superintendents .883. These coefficients indicate that the instruments present very stable or consistent results.

Table 3-22 contains the mean scores by item for teachers, principals and assistant principals, central office staff

Table 3-21

QUESTIONNAIRE RETURN RATES FOR OPINION SURVEYS OF PERSONNEL AT 15 PILOT SITES

PILOT SITE	TEACHERS	PRINCIPALS	CENTRAL OFFICE/ SPECIAL GROUPS	SCHOOL BOARD
Alexander	79	100	80	67
Buncombe	84	99	83	71
Burke	90	95	91	14
Burlington	94	100	95	86
Edenton-Chowan	94	100	94	100
Greene	92	100	98	100
Harnett	90	100	100	60
Haywood	94	100	65	78
Montgomery	96	100	97	100
New Hanover	84	97	83	29
Orange	92	100	100	100
Perquimans	88	100	100	100
Roanoke Rapids	95	100	100	89
Salisbury	87	88	100	33
Tarboro	80	100	100	57

Table 3-22

Opinions About the Career Development Program Expressed on a Survey of Personnel in 15 Pilot Sites

OPINION STATEMENT[a]	ITEM NO.	MEAN RESPONSE FOR PERSONNEL GROUP			
		TEACHERS	PRINCIPALS	CENTRAL OFFICE/SPECIAL GROUPS	SCHOOL BOARD MEMBERS
TPAI Functions 1-5 are appropriate criteria	6[b]	3.759	4.383	3.758	
TPAI Functions 6-7 are appropriate criteria	7	3.404	3.824		
TPAI Function 8 contains appropriate criteria	8	3.118	3.792		
Pre-observation is necessary for every formal observation	9	3.505	2.390		
Pre-observation is helpful to observer	10	4.065	3.629		
Pre-observation conference is helpful to me	11	3.576			
FODI provides accurate record of teaching performance	12	3.163	3.948		
FODA provides accurate record of observation	13	3.293	3.997		
Post-observation conference provides effective feedback	14	3.792	4.283		
PDP needs are monitored by my principal	15	3.395	3.734	3.732	
Career Status I standards are appropriate	16	3.645	4.128	3.760	
Career Status II standards are stringent enough	17	3.933	3.455	3.611	
Four observations are minimum for *obtaining* CS II	18	3.612	4.047		
Fewer than four observations for *maintaining* CS II	19	3.928	3.805		
I understand the 6-point rating scale for CS	20	3.839	4.233	4.048	
6-point rating scale is appropriate for determining CS	21	3.357	3.677	3.645	
Appeals process used by local panel is fair	22	3.157	4.116	3.559	4.183
Appeals process used by our school board is fair	23	3.146	3.702	3.421	4.314
Local steering committee listens to my concerns	24	3.623	4.078	3.921	4.191
System provided information I need to understand CDP	25	3.868		4.148	4.653
System provided information I need to apply for CDP	26	4.012		4.299	
Principal has been in my classroom more frequently	27	3.160	3.473		
I agree with results of my year-end evaluation	28	3.651	3.672	3.993	
Only CS II teachers should have additional duties	29	2.480	2.536		3.057
Only CS II teachers should work additional time	30	2.223	2.487		2.443
TPAS has improved the teacher evaluation process	31	3.289	4.294		3.958
My system has fair and reasonable procedures for CDP	32	3.558	4.289	3.906	4.375
Pay teachers based on experience and performance	33	4.011	4.478	4.324	4.507
Amount of time required by CDP is reasonable	34	3.394	4.012	3.660	

(continued on next page)

[a] All responses received a numerical value of 1 to 5 as follows:
5 = Strongly Agree; 4 = Agree; 3 = Neither Agree nor Disagree; 2 = Disagree; 1 = Strongly Disagree.

[b] The first five items on the questionnaires collected demographic information from the respondents.

Table 3-22 (Continued)

OPINION STATEMENT	ITEM No.	MEAN RESPONSE FOR PERSONNEL GROUP: TEACHERS	PRINCIPALS	CENTRAL OFFICE/SPECIAL GROUPS	SCHOOL BOARD MEMBERS
CDP instructional process makes teaching regimented	35[a]	3.344	2.328	2.933	
CDP in our school system has been positive	36	3.070	3.882	3.424	3.817
The evaluation process is fair and objective	37	3.109		3.462	3.873
CDP should be *eliminated* in North Carolina	38[a]	2.647	1.780	2.173	1.681
CDP should be *retained* but improved in NC	39	3.480	4.059	3.827	4.157
CDP should be *expanded* to other NC school systems	40	3.328	4.103	3.694	4.028
My system has a fair method for selecting OEs	41	3.325	3.878		
My OEs have received sufficient training	42	3.721	4.183		
My OEs have good interpersonal skills	43	3.849	4.159		
My OEs try to understand my feelings about instruction	44	3.761			
Principal tries to understand my feelings about instruction	45	3.865			
My OEs' feedback improves my classroom performance	46	3.576	4.086		
My principal is an effective observer	47	3.927			
My principal is an effective evaluator	48	3.848	4.336		
My OEs are effective observers	49	3.835	4.192		
Principal's year-end decision should not include OEs	50[a]	2.540	2.227		1.915
ETT has provided common language about instruction	51	3.796	4.385	4.041	
ETT has helped improve my classroom instruction	52	3.429	4.331	3.741	4.208
Principal monitors needs identified by observations	53	3.504	4.045		
PDP helped to make me a more effective teacher	54	3.105	3.628	3.506	
CDP encourages discussing instruction and sharing information	55	3.095	3.507	3.328	
Mentors and support teams have helped new teachers	56	3.466	4.153	3.713	3.971
CDP has increased effectiveness of teachers	57	3.232	4.131	3.604	4.014
CDP provides incentives for good teachers to remain	58	2.966	3.529	3.399	3.958
Community believes CDP is helping to improve schools	59	2.952	3.515	3.193	3.437
CDP will help attract more people into teaching	60	2.577	3.410	3.129	3.732
CDP will improve the quality of teaching	61	3.123	4.084	3.573	4.056
CDP will improve the quality of school/district administration	62	2.965	3.835	3.300	3.771
CDP has encouraged teachers to improve teaching	63	3.408	4.192	3.793	4.127
CDP has had a positive effect on students	64	2.886	3.808	3.244	3.618
CDP is identifying and rewarding teachers at CS II	65	3.117	3.965	3.397	3.942
CDP has increased my satisfaction with my career	66	2.784	3.558	3.171	

[a] Reversed scale: For these items, a mean value above 3.0 tends to be negative; a mean value below 3.0 tends to be positive.

and special groups of educators, and school board members. The opinion surveys used a five-point scale (where 5 = strongly agree and 1 = strongly disagree) to obtain the mean scores. Items that were numbered 35, 38, and 50 on the questionnaires were negative questions and, therefore, have a reverse meaning when applying the rating scale. This means that a value below 3.000 is a positive response to these three questions. Many identical questions were asked across respondent groups. Table 3-22 reveals comparative mean scores for these items by response group.

Superintendents, principals, and assistant principals were asked specific questions about the PPAS. Other respondent groups were not asked these questions since they have no direct experience with the PPAS. Table 3-23 represents mean responses to items unique to the evaluation system used with principals and assistant principals. This table also reflects one question pertaining to improvement of administrative skills that was asked of school board members.

Extensive tables appear in the Appendix B which reveal the results of multiple analyses done on the opinion survey data. Tables B-1 to B-15 reveal the mean scores for each questionnaire item by pilot site. Tables B-16 to B-36 include mean scores and standard deviations by item for selected response groups according to the respondents' years of experience in position, current career status, highest level evaluated, race, sex, type of respondent, and by grade level. Many of the categories were collapsed to make the sizes of respondent groups (N's) more equal.

Many of the results of these opinion surveys are reported in other sections of this report. The site comparison section earlier presented the overall mean scores for respondent groups by pilot site. Chapter 4 reports many of the opinion responses in percentages for the various respondent groups when providing rationales for recommendations.

Mean scores for responses to the opinion surveys were derived for each respondent group at each pilot site. These mean scores were compared for the various groups and the larger mean was considered to be more positive. These analyses were not based on a test of significance. Comparisons of the mean scores by pilot site (shown in Table B-1 through B-15 in Appendix B) reveal that:

> All overall mean scores are slightly positive to positive about the CDP. (A score above 3.00 was positive, as was explained on p. 42.)
>
> The responses differ among pilot sites by question and by respondent group. Greene and Orange counties have the most negative teacher responses while Burlington and Buncombe County have the most positive teacher responses. Teachers are the least positive of the five respondent groups while superintendents are the most positive of all respondent groups.
>
> The most positive overall mean score from teachers (4.07) was in response to the statement, "The pre-observation conference is helpful to the observer in preparing for observation in the classroom." From principals (4.48) and central office personnel and special groups of educators (4.32),

Table 3-23

Opinions Expressed About Aspects of the Appraisal Systems for Principals and Assistant Principals by Survey Respondents in 15 Pilot Sites

	MEAN RESPONSE BY PERSONNEL GROUP		
	PRINCIPALS	SUPERINTENDENTS	SCHOOL BOARD
CDP encouraged principals to improve their administrative skills	3.941	4.533	3.913
School system provided information needed to understand the CDP	4.348	4.600	
School system provided information needed to apply for CDP	4.338	4.667	
Criteria used for performance appraisal of principals are appropriate	3.880	3.000[a] 3.133[b]	
Agree with results of year-end evaluation	4.027	3.867	
Amount of time required by principals for CDP is reasonable	2.818	3.333	
CDP has resulted in more effective educators in pilot sites	4.108	4.667	
Evaluation process (PPAS) is fair and objective	3.904	3.600	
Principals received sufficient training to be effective evaluators		4.133	

[a] Principal Appraisal System
[b] Assistant Principal Appraisal System

the most positive response was to the statement, "Teachers should receive different amounts of pay based on experience and increasing levels of performance."

The most negative overall pilot site mean score from teachers (2.22) and school board members (2.44) was in response to the statement, "Only CS II teachers should be able to work additional time (e.g., summer months) for extra money."

Highlights of comparisons of the mean shown on Table B-16 through Table B-36 (in Appendix B) reveal that:

Teachers, central office personnel, and special groups of educators are more positive in their responses when they have 10 or fewer years of experience than when they have more than 10 years of experience.

Principals and assistant principals are more positive in their responses when they have 11 or more years of experience than when they have fewer years of experience. The one exception to this is that the latter group is more positive on five of the questions asked about OEs.

In all respondent groups, personnel who hold Career Status II are more positive about the CDP than personnel whose status is below Career Status II.

Teachers, central office personnel, and special groups of educators who have applied for Career Status II are more positive than those who have not applied for Career Status II; principals and assistant principals who have applied for Career Status II are more positive than those who have not applied on the subjects of staff development and program goals.

Caucasians are more positive than blacks about all aspects of the CDP except staff development; black principals are more positive about the PPAS than are caucasian principals.

The responses of principals and assistant principals vary when compared to each other as respondent groups; principals are more positive about OEs, staff development, and program goals, while assistant principals are more positive about the CDP and the PPAS/APPAS.

Principals and assistant principals are more positive than teachers on 50 of the 54 survey questions that were asked both respondent groups.

Female teachers, principals, and assistant principals are more positive about the CDP than are their male counterparts; males among central office personnel and special groups of educators are more positive about the CDP than their female counterparts.

K-5 teachers are more positive than teachers of other grade levels. Principals responsible for grades 9-12 are more positive than principals at other grade levels, with the exception that K-5 principals are more positive about staff development components. Among central office personnel and special groups of educators, those assigned to the central office are more positive than those at other locations.

Conclusion

The comprehensive opinion survey conducted within the 15 pilot sites yielded many perceptions of the CDP from all personnel eligible for the program. It also provided opinions of local policy makers—the boards of education. The return rate for the surveys was unusually high (89%), and the questions were extremely reliable. In all, 6,528 sets of responses were analyzed. The results presented here should be examined closely by those wishing to understand the perceptions of the involved personnel. These data are important at the state level as well as the individual pilot site level. They contributed significantly to the recommendations for the program that are provided in Chapter 4.

ACTIVITY 3: ANALYSIS OF PERSONNEL EVALUATION RECORDS

The program evaluation design developed by the RSI team required the collection and analysis of the evaluation records of 300 randomly selected educators (teachers, principals, and assistant principals) employed in the 15 pilot sites. The records were to include all Formative Observation Data Instruments (FODI), Formative Observation Data Analysis (FODA), annual summative rating forms, and Professional Development Plans (PDP) available for each selected candidate.

The purposes of the evaluation record analyses were to determine if:

1. The quality of teaching reflected in observational data and summative ratings on the TPAI revealed improvement over time,
2. Teachers pursued Professional Development Plans resulting from their first evaluations and showed improvement in the areas identified in those plans,
3. Observers were consistent in translating information from the FODIs to the FODAs,
4. The principals' summative ratings were consistent with observation (FODI, FODA) information collected for functions 1 through 5, and if ratings of evaluated personnel demonstrated consistency across pilot sites, and
5. Observation records (FODI, FODA) contained any discernible observational data which would support summative ratings given for functions 6 through 8.

Description of Methodology

Sampling Procedure

In order to conduct the required analyses, it was necessary to select 300 teachers, principals, and assistant principals whose evaluation records would be examined. The number of records selected from each pilot site was based on size of school system and, in some cases, on the number of records needed for special comparisons to be done. A three-stage sampling procedure was used.

School Selection. The first decision was to select principal and teacher records from the same schools within each pilot district. That made it necessary to determine which site schools would be targeted. A frequency distribution created for each pilot district showed the number of schools having the same combination of grades. For these school groupings, frequency distributions of teachers were developed, and the probable number of teachers at each grade level was estimated. These two distributions became the basis for school selection.

A prerequisite for selecting schools was that the schools selected in each district had to reflect a range of grades from kindergarten through twelfth. Exceptions were Tarboro and Orange where some schools contained only a single grade, thus making it impossible to cover all grades in a small sample of schools. When multiple schools with the same grade combinations were available, selection from the group was random. The use of this sampling procedure in all districts with fewer than 350 teachers resulted in the selection of three or four schools from each of the nine smaller districts.

In larger districts, to avoid selecting large numbers of teachers from a few schools, random selection among schools with the same or overlapping grades was used, taking into consideration the estimated number of teachers in the various grades. Thus, in Burlington, a second K-5 school was selected. In Haywood County, a second K-6 school was added. In Harnett County, one school with each of the following grade distributions was targeted: K-3, 4-8, 5-8, K-8, 9-12. In Burke County, three K-6 schools and two 7-9 schools were selected. Five K-6 schools, one 7-9 school, and one 10-12 school were picked in New Hanover County. In Buncombe County, the schools selected included two with grade levels K-5, one with 3-6, two with K-6, one with 6-8, and one with 9-12. In all, 63 schools were selected for record analysis from the 15 pilot sites. Appendix C contains a chart detailing school, teacher, and principal selections.

Teacher Selection. Once schools were selected, the teachers in each school whose evaluation records would be analyzed were determined. The bases for the determination were the estimated grade distributions of the teachers in the system and of the teachers in each school selected. These distributions allowed the selection of "required" numbers of teachers by system and by school. Numbers of teachers to be selected ranged from 10 to 47 in each district and from 2 to 16 in each school. For the schools selected, the required number of teachers was randomly chosen from all teachers in the school by assigning a sequence number to each teacher and randomly selecting a set of numbers to be drawn for that school. This procedure allowed a school secretary to pull and send to the RSI study team the records of teachers whose sequence numbers had been randomly selected by the team. Appendix C contains the directions for selecting personnel records. Evaluation records for 260 teachers were selected for analysis through this process.

Principal Selection. Principals' evaluation records from the schools selected were drawn by first deciding that the minimum number from each system should be two principals, one elementary and one secondary. This procedure potentially would allow comparisons of the records of elementary and secondary principals. In order to determine if principal evaluations differed across districts, it was decided that seven principals from each of the two largest districts, New Hanover and Buncombe counties, should be selected. These decisions meant that forty sets of principal records were to be analyzed—two sets from each of thirteen districts and seven sets from each of two districts. In any system where more schools had been selected than were needed for principal record selection, records were drawn from the first two randomly selected schools that had the appropriate grade distribution.

Since evaluation of assistant principals differs procedurally from that of principals, it was decided that a small sample of assistant principal evaluations also should be analyzed. Seventeen were chosen by selecting one per system in all but the two largest pilot districts (New Hanover and Buncombe) where two sets of records were collected.

Data Collection

In April, 1988, after sampling procedures had been determined, requests for the necessary 317 sets of evaluation records were sent to the 15 pilot districts along with specific directions for record selection. The letter of request asked that records be sent to the evaluation team by May 25. Appendix C contains this letter. Some school systems, however, did not actually submit records until August because of a potential legal entanglement which surfaced.

Several districts became concerned that the submission of the requested evaluation records might constitute a breech of confidentially. An Attorney General's opinion was sought, and after a favorable opinion was rendered, those districts which had not yet submitted records, did so. Ultimately, all but one teacher's record were obtained. Haywood County, Montgomery County, and Tarboro City, however, did not submit evaluation records for the administrators selected in their districts.

Moreover, several districts removed the names of evaluators from records and made it impossible to track the work of individual evaluators. The districts did indicate whether evaluators were observer/evaluators, principals, assistant principals, or others. RSI did not try to collect the eight missing administrator records because of time restraints (it was then August) and because it was obvious that these records could not be tracked and analyzed as had been planned.

As records were submitted by the pilot districts, they were categorized by district using the Reader Packet Summary Sheet found in Appendix C. Each district's records were placed in a separate folder with a copy of the summary sheet serving as a cover sheet for that particular folder. Completeness of the records submitted varied greatly.

Record Analysis

This section discusses processes necessary to the analysis of the personnel evaluation records of the randomly selected educators employed in the 15 pilot sites. Described are the purposes of the record reviews, the selection of the readers of the records, the training program provided readers, the types of information gleaned from the records, and the preparation of coded data for statistical and content analysis. The records analyzed in this activity for teachers included the Formative Observation Data Instrument (FODI), the Formative Observation Data Analysis Form (FODA), the Professional Development Plans (PDP), and the principal's summative rating form. The same types of data were analyzed for principal and assistant principal evaluation records—the FODAs, PPAI or APPAI, PDP, and the summative rating form.

Purposes of Reader Review. One purpose of the review by a jury of readers was to establish a basis for determining the degree to which teachers improved in identified areas. These areas were those defined by the various functions of the Teacher Performance Appraisal Instrument (TPAI) and the Professional Development Plans (PDP). The readers read the PDPs and coded these according to consistency and appropriateness. The readers also assessed the match between the PDP activity and the identified need for improvement.

A second purpose of the review was to establish a basis for determining the consistency between FODIs and FODAs. For 1987-88, readers read the FODIs and rated their relationship to the corresponding FODAs on a consistency scale. Consistency ratings were assigned for each FODI/FODA by type of evaluator—OE, principal, assistant principal, and other.

A third purpose of the reader review was to determine differences between principals' summative ratings and the supporting documentation (information contained in FODIs and FODAs) and the reader's ratings. After studying all FODIs and FODAs for a teacher for a particular year, the reader developed independent summative ratings on the first five functions of the TPAS without looking at the principal's ratings. These two sets of ratings were then statistically compared.

The fourth purpose of the reader review was to determine if the observations records (FODI, FODA) contained any discernible observation data which would support summative ratings given for functions 6 through 8.

Lastly, the reader review was to identify discrepancies or problems in the several forms and procedures of the TPAS which might be attributable to the forms or procedures themselves.

Selection of Readers. From a list of eleven potential readers, the Research and Services Institute (RSI) chose five readers to review the sampled evaluation records. The readers were selected on the basis of 1) knowledge of formative and summative teacher (or administrator) evaluation processes, 2) knowledge of current research on teaching and teacher (or administrator) evaluation, 3) recent and practical experience in the evaluation of teachers or administrators, 4) recent experience as classroom teachers or administrators, and 5) proven ability in the analysis of teaching through observation and other data collection methods for evaluation.

Each reader selected for teacher records had ten or more years of experience as a classroom teacher. All four readers had extensive experience as peer evaluators, and two readers had doctorates in education. Each reader had passed reliability tests on each type of record review as a final requirement.

The reader selected for the principal and assistant principal records had five years of experience in developing evaluation systems and served as a state director for administrator certification.

Training Readers. The four readers selected for teacher records participated, as a group, in a three-day training session conducted by RSI staff who have expertise in personnel evaluation and are thoroughly familiar with the TPAS. The readers also returned two weeks after the initial training for a one-day follow-up session. The follow-up session provided an additional check on reader consistency and problems encountered with reading the evaluation records.

The morning of the first day of training was spent discussing the purposes of the study and the reading task. Using the materials sent to readers prior to the training session, the North Carolina evaluation system was discussed in detail. The discussion included the TPAS functions and practices and undergirding definitions and procedures as derived from program and training materials obtained from the North Carolina Department of Public Instruction, an audio tape of Dr. David Holdzkom explaining the evaluation system and criteria, and an analysis of a sample evaluation record. Since all four readers had extensive experience in defining and recognizing effective teaching practices in the classroom and in rating teaching practices, they had little difficulty understanding the TPAS, the North Carolina evaluation records, or their roles as reader-analysts.

The remaining two and one-half days were spent in step-by-step analyses of sample FODIs and FODAs, interpretations of evaluation records, translations of notations and narrative data to rating scales, procedures for recording information, and reader reliability checks. This part of the training began with the readers reading through a sample FODI. A discussion of the FODI followed that included the identification of patterns of behavior based upon the TPAI functions and the identification of discrepancies between scripting and function coding. The corresponding FODA was then read and discussed in a similar manner. The consistency between the FODI and the FODA was discussed and rated on a consistency scale of 1 to 4 as follows: 1 = no consistency, 2 = little consistency, 3 = some consistency, and 4 = much consistency.

A sample teacher evaluation file covering three years was then read concurrently by all four readers. The readers practiced the analyses of the FODIs and FODAs, and in addition, each reader rated the teacher by function by year using the TPAI's six-point summative rating scale. These ratings were given without any knowledge of the principal's actual ratings. After these practice activities, the readers' analyses and ratings were discussed and compared. The professional development plan in the teacher evaluation file was then read and rated for the match between the type of PDP activity and the improvement needed.

The readers also learned procedures for completing the RSI analysis forms. The application of these forms is discussed in the next section.

Information Gathered by Readers. The evaluation records from the fifteen pilot sites were divided among all teacher readers. Thus, no reader read all of the evaluation records from any one school district. The forms used for recording the information for content and statistical analysis appear in Appendix C. The principal and assistant principal records were reviewed by one reader. Due to the differences found in these records, it was impossible to analyze them in the same manner as the teacher records. Each record was reviewed but, in most instances, data were insufficient for a reader to assign summative ratings. Therefore, these cases were reviewed individually and notations were made about the strengths and weaknesses found in the evaluation process.

The consistency form used by readers provided information pertinent to the consistency between the FODI and FODA by evaluator type and TPAI function for 1987-88. Obviously, readers could not judge the accuracy of the scripted observation data provided on FODIs. The information from this form was useful in assessing the quality of the translation of scripted information from the FODI to the higher-inference level of assessment found in the FODA.

The Reader Ratings of FODA form was used by readers to rate the performance of the teacher relative to the first five functions of the TPAI for each observation/evaluation year that the FODAs were provided. These ratings then became the basis for the annual, independent "summative" rating given the teacher for each function on the TPAI Ratings Form.

The TPAI Rating Form provides information useful to a statistical analysis of improvement over time. One would expect improvement if initial assessment ratings were low or would expect no slippage if initial ratings were high. This form also provides information on perceptions of the standards attained by teachers as judged by the readers and principals. Differences in perceptions could then be weighed against expectations to determine if principals (or readers for that matter) had rated teachers too high or too low.

The Professional Development Plan Analysis form provided information useful to a statistical analysis of improvements made after a staff development plan had been formulated. It also provided information on the function identified for staff development purposes and information about the appropriateness of the activity undertaken to improve the specific function.

Data Preparation. Before the data were entered into the computer for statistical analyses, each form completed by readers was reviewed by an RSI staff member or consultant. The forms were checked for completeness, variance from procedural completion, and interpretation if a problem was noted. If an evaluation record was incomplete, the information on the form was not entered for analysis, or only that information which was useful was entered. After data were entered into the computer, edit checks were performed to guarantee accurate data entry.

Results from Analysis of Evaluation Records

The results from the analysis of personnel evaluation records provided valuable information for the study. Specific outcomes were obtained pertaining to teacher performance and the TPAS. Because of the vast differences among the administrator evaluation records, only broad interpretations are possible about the Principal Performance Appraisal System.

Teacher Personnel Evaluation Records

Improvement of Teachers' Performance Ratings. One of the purposes of the personnel evaluation records activity was to determine if teacher performance had improved during the pilot period. TPAI ratings of both the readers and principals were used to determine if performance ratings on the last three yearly evaluations showed improvement. The readers assessed the FODI and FODA for each of the first five functions and rated the teacher using the summative six-point TPAI rating scale. The teachers' summative ratings by the principals were provided in each personnel record. These ratings encompassed each of the functions 1 through 8 for each year of evaluation.

The data analyzed were the TPAI ratings of the readers and the TPAI ratings of the principals that were given on three successive evaluations. These ratings were compared over three time periods. Two time periods provided one-year comparisons (1986 to 1987 and 1987 to 1988) while the third comparison was for a two-year period, 1986 to 1988. A paired t-test was used to analyze the data by function and by rater for each of these time periods. The significance level used from the paired t-test was 0.05. A significance level of 0.05 means that the probability is less than 5 out of 100 that the difference is due to chance. Table 3-25 reveals the mean scores of the readers and principals for the three time periods. The readers' ratings are for the first five functions on the TPAI; the principals' ratings are for the eight functions on the TPAI. A more complete analysis of these data is found in Appendix C.

According to the ratings provided by the readers, teachers improved significantly on three of the five functions during the first one-year period (1986 to 1987). During the second one-year period (1987 to 1988) and the two-year period (1986 to 1988), teachers improved significantly on all five of the TPAI functions. Detailed data that support these findings appear in Table C-2 in Appendix C.

Table 3-25

Comparisons of Mean Scores Derived from Teacher Performance Ratings Given by Readers and Principals on the TPAI for 3 Time Periods

Function	*Reader Means*			*Principal Means*		
	1986	*1987*	*1988*	*1986*	*1987*	*1988*
1	3.996	4.092	4.208	4.520	4.478	4.646
2	3.893	3.996	4.183	4.361	4.482	4.748
3	3.909	4.029	4.192	4.475	4.443	4.618
4	3.942	3.975	4.108	4.443	4.474	4.614
5	3.885	3.958	4.133	4.422	4.419	4.581
6				4.406	4.640	4.780
7				4.504	4.708	4.858
8				4.463	4.783	4.866

Principal ratings indicated that teachers improved significantly on four of the eight functions during the first time period, improved significantly on seven of eight functions during second time period, and improved significantly on all eight of the TPAI functions during the two-year period from 1986 to 1988 (Table C-3 in Appendix C gives the detailed data.) Thus, both readers and principals agreed that over a two-year period of time teachers' performance has improved significantly.

Improvement of Teachers through Professional Development. Analysis of the PDP data supported the same improvement of teachers as revealed in the TPAI ratings given by readers and principals. When the two-year period of 1986 to 1988 was examined, 44% of the teachers who had a PDP in 1986 showed improvement in their identified function area by 1988. Forty-one percent of the teachers showed no change in their function score from 1986 to 1988, while 15% received lower function ratings in 1988. These findings, however, must take into account the teachers' function scores at the time the PDPs were designed. For instance, 14% of teachers with a PDP in effect in 1986 had the highest possible rating in their function area (a score of 6) and, therefore, could not show any improvement. Another 31% received a function score of 5. It is not surprising that 41% of the teachers remained the same or that 15% received a lower rating. The fact that 44% of the teachers improved even though, initially, many had the maximum or near maximum function score, is a strong indicator that teacher performance has been improving during the course of the CDP.

During the review of PDPs, the readers examined the activities that were undertaken by teachers to improve their performance. The purpose was to determine if those activities appeared to be appropriate for the needs of the teacher in question. Results indicated that 88% of activities appeared to be appropriate, 11% appeared to be questionable; and 1% appeared to be inappropriate.

FODI-FODA Consistency. For the 1987-88 school year, the readers examined the FODIs and FODAs for consistency between what was observed as indicated by the FODI and the resultant analysis in the FODA. This consistency check was made for four different types of observers: observer/evaluators, principals, assistant principals, and a group identified as "other." The "other" group often was composed of CDP coordinators or central office personnel.

The readers rated the consistency of the FODI by function to the corresponding FODA using a 4-point scale: 1 = no consistency, 2 = little consistency, 3 = some consistency, and 4 = much consistency. The training provided to the readers for rating the FODIs/FODAs for the TPAI activity was reported in the methodology section. Readers were able to identify whether there was consistency in what was scripted on the FODI and analyzed in the FODA. Only functions 1 through 5 were examined since the OEs did not typically rate functions 6 through 8. Table 3-26 shows the mean scores of consistency between the FODI and FODA by the four observer groups for functions one through five.

All observer groups showed consistency between the scripting done for the FODI and the analysis done for the FODA. No observer group had a mean score below 3.7 for consistency on any function. The data do reveal, however, that significant differences occurred in

Table 3-26

Mean Scores of Observer Groups' Consistency on FODI and FODA Instruments, 1987-88

	Consistency Score on Each Function				
Observer Group	*1*	*2*	*3*	*4*	*5*
Observer/Eval.	3.885	3.887	3.912	3.919	3.934
Principal	3.736	3.769	3.702	3.767	3.800
Asst. Principal	3.796	3.786	3.740	3.738	3.738
Other	3.913	3.870	3.870	3.913	3.913

the degree of consistency among the observer groups for all five functions examined.

An analysis of variance was performed on the data to determine if any differences occurred among the observer groups in the degree of consistency between what was scripted in the FODI and what was reported in the the FODA analysis. This analysis revealed that the OEs and "others" were more consistent in their FODI and FODA translations than were principals and assistant principals. For all five functions, the OEs were significantly more consistent (0.05 level) than principals and assistant principals in the FODI to FODA translations. No differences were found between OEs and the "other" observer group. Significant differences were also found between "others" and assistant principals for functions four and five. In these cases, "others" were more consistent in their translations. No significant differences in consistency were found between principals and assistant principals.

Differences among the types of observers in their translations of the FODI to the FODA may be explained, in part, by the fact that doing observations and writing FODIs and FODAs is the full-time job of OEs. Principals and assistant principals must add these duties to an already full-time job. Principals and assistant principals presumably have less time to focus on the FODIs and FODAs. Differences also may be a result of the principals and assistant principals often seeing the teacher in the classroom situation. The OEs and "others" tend to view the teacher through a snapshot, seeing the teacher at work only once or twice during the year. On the other hand, when principals and assistant principals write the FODA, they may view the FODI scripting and analysis from a different perspective. This is not, however, how the TPAI is intended to be used for observation. Only what is observed during the lesson is to be analyzed on the FODA. This explanation does not dismiss the fact that significant differences have been found among the four observer groups. It is essential for fairness to teachers and credibility to the CDP that high consistency exist among all observer groups.

Consistency of TPAI Ratings. An important part of the personnel records activity was to have trained readers examine the FODIs and FODAs and to assign summative ratings based on the available evaluative data for functions one through five. These ratings were then compared to the actual summative ratings assigned by principals. Table 3-27 reveals the results of an analysis using paired t-tests with a significance level of 0.05. The difference between the two means indicates that the probability is less than 5 out of 100 that the difference is due to chance.

For all five functions in all three years, the mean scores of readers were significantly lower than the mean scores of principals. The readers used the same six-point rating scale that principals had used in their summative evaluations. An interesting note was that principals assigned more 6s (highest rating) than did readers on teacher ratings given for 1986 and 1987.

Similar consistency analysis of the TPAI ratings across school systems also was done. Differences occurred among the pilot sites' ratings for the five functions. Detailed data for each pilot site provided in Table C-4 (in Appendix C) identify those functions by years that show a significant difference (0.05) with the findings of the readers.

A more global analysis was made by rank ordering the pilot units by the extent of agreement between the mean scores for summative ratings given by the readers and principals. Table 3-28 lists each pilot site and the number of times the mean scores for readers and principals differed significantly on five function ratings examined in each personnel record. Since functions 1 through 5 were examined over a three-year period, there were 15 opportunities in each school system for significant differences to appear in the mean scores of the function ratings. Harnett County's personnel evaluation mean score ratings agree with the mean score ratings of independent readers in all but one function area over the three-year period. Alexander County's and Salisbury's mean score ratings agree with the independent readers' mean score ratings in all but two function areas over the three-year period. In Buncombe County, however, the readers' mean score ratings and the principals' mean score ratings disagree significantly in all five function areas over the three-year period, or 15 out of 15 times.

Each of the 15 pilot sites had 15 mean score comparisons. For each pilot site, each of the five functions had three mean scores, one for each year, regardless of the number of records read. This resulted in 225 opportunities to compare the mean function scores of readers and principals. In these 225 cases, principals assigned a rating that was significantly lower than the readers' rating in only one instance (Alexander County).

In examining these data, it is important to remember that the greater the number of personnel records examined the greater the power of the statistical test. This fact may be part of the reason that the three largest systems (those with the greatest number of records examined) reveal significant differences between the readers' and principals' mean scores in all, or almost all, of the 15 function ratings. However, when one reviews the data for systems having a smaller number of records, the data provide evidence about inequality of principals' ratings across systems. For ex-

Table 3-27

Statewide Comparison of TPAI Mean Score Ratings Assigned by Readers and Principals for Functions 1 through 5, 1986, 1987, and 1988

FUNCTION YEARS	Mean			SIG. LEVEL	Standard Deviation			
	RDR	PRIN	DIFF[a]		RDR	PRIN	DIFF	N
Function 1								
1986	3.996	4.520	-0.526	0.000	0.736	1.028	0.923	234
1987	4.092	4.478	-0.428	0.000	0.778	1.014	0.726	236
1988	4.208	4.646	-0.392	0.000	0.742	0.917	0.688	232
Function 2								
1986	3.893	4.361	-0.470	0.000	0.775	0.986	0.865	234
1987	3.996	4.482	-0.502	0.000	0.771	0.933	0.747	235
1988	4.183	4.748	-0.496	0.000	0.714	0.895	0.715	232
Function 3								
1986	3.909	4.475	-0.556	0.000	0.766	1.032	0.907	234
1987	4.029	4.443	-0.424	0.000	0.847	1.001	0.754	236
1988	4.192	4.618	-0.366	0.000	0.821	0.926	0.738	232
Function 4								
1986	3.942	4.443	-0.491	0.000	0.731	0.921	0.875	234
1987	3.975	4.474	-0.491	0.000	0.753	0.884	0.725	234
1988	4.108	4.614	-0.435	0.000	0.729	0.843	0.674	232
Function 5								
1986	3.885	4.422	-0.530	0.000	0.724	0.963	0.894	234
1987	3.958	4.419	-0.470	0.000	0.775	0.849	0.724	234
1988	4.133	4.581	-0.375	0.000	0.742	0.847	0.691	232

[a] A negative mean difference indicates the principal rated the teacher higher than the rating provided by the reader.

Table 3-28

Ranking of Pilot Sites by Agreement Between Readers' Mean Score Ratings and Principals' Mean Score Ratings on Functions 1 through 5 of the TPAI for 1985-86 through 1987-88

Pilot Site	No. of Times Readers and Principals Differed Significantly on Mean Score Ratings	Number of Records Examined
Harnett County	1 out of 15	19
Alexander County	2 out of 15*	10
Salisbury City	2 out of 15	11
Greene County	5 out of 15	10
Haywood County	6 out of 15	12
Perquimans County	6 out of 15	9
Roanoke Rapids City	6 out of 15	10
Orange County	7 out of 15	10
Burlington City	9 out of 15	13
Edenton-Chowan County	9 out of 15	10
Montgomery County	10 out of 15	9
Burke County	13 out of 15	25
Tarboro City	13 out of 15	10
New Hanover County	14 out of 15	36
Buncombe County	15 out of 15	43

*The principals' mean score was lower than the readers' in one instance, but higher in the other instance.

ample, Alexander (where 10 records were examined) and Harnett (where 19 records were examined) both show only slight discrepancy between readers and principals. In contrast Burlington, Edenton-Chowan, Montgomery, and Tarboro (13, 10, 9, and 11 records respectively were examined) show disagreement from 9 to 13 times out of 15 possible.

The results here reveal that there are significant differences statewide in the TPAI summative ratings of the RSI readers and principals. These differences vary across the pilot sites. At eight pilot sites, the two ratings were mostly in agreement; at seven sites, the two ratings were mostly in disagreement.

Discernible Data for Functions 6 through 8. As the readers reviewed the FODIs and FODAs, they looked for observational information related to Function 6, Facilitating Instruction; Function 7, Communicating Within the

Educational Environment; and Function 8, Performing Non-Instructional Duties. These functions are not currently included during the classroom observation process. Ratings in these three function areas are assigned by the principal through informal data-collection procedures or locally devised data-collection forms. The readers reported that they were able to discern information related to functions 6 and 7 from the evaluation records through interpretation (high-inference judgments), but, in most instances, there was not enough information to assign a rating. From the 267 teacher records that were examined, only three had enough information on Function 6 for readers to assign ratings, while no records contained enough information on Function 7 for readers to assign ratings. The readers were unable to discern observational information related to Function 8.

During the site interviews, many OEs reported that they were not to record information related to these functions during their observations. Therefore, although only limited data were available to the readers, it may be due to the fact that OEs did not record it, not that it was not seen.

Discrepancies in Forms or Procedures. This study found variations across the pilot sites in the formats of the FODI and FODA. These format differences appeared to be cosmetic in nature and adaptations that would be expected to occur at the local system level. Several discrepancies also were found to exist, however, and some of these are worth noting in this report.

First, some pilot sites assign "values" after each observation, either by including words such as "above average," a numerical rating, or words in the FODA that refer to points on the rating scale, i.e., "performance in this area was *at standard*." If the validity of the TPAI is based on multiple observations, the practice of assigning scores after each observation is not desirable. Teachers should have a general idea of whether they are on "target" for their desired status, but specific ratings should be given only during the summative rating process.

A second concern uncovered during the review of records is the use of special codes in scripting by some evaluators. Sometimes it is shorthand; other times it is a code that has been devised by one individual. The problem is that a teacher (or an outside evaluator) cannot determine what was observed, and the record becomes useless to anyone except the person who knows the "code." This practice also is not desirable.

A third concern is that not all evaluation records contain FODIs. Some pilot sites do not include them as a part of the record. One pilot site does not use a FODI, but uses a combination FODI/FODA instrument. If all school systems in the state are to use the TPAI, essential parts of the instrumentation should not be eliminated by certain school systems. While local adaptations are to be expected, substantive changes are not in concert with state mandates for the evaluation procedure. Consistency should be maintained in the use of the major parts of the instrumentation and documentation for the state requirements to be met.

Principal and Assistant Principal Evaluation Records

Procedures were initially established for analyzing the evaluation records of principals and assistant principals. Twelve of fifteen pilot sites submitted records for 33 principals and 13 assistant principals. An RSI reader attempted to assign independent summative ratings for the functions on the Principal Performance Appraisal Instrument (PPAI) and the Assistant Principal Performance Appraisal Instruction (APPAI). It soon became apparent, however, that the information available was insufficient for a reader to be able to assign valid scores for each of three evaluation years. Of the 33 principal records that were reviewed, ratings could be given for only 13 of them, and these ratings were of questionable validity due to lack of good descriptive data in the evaluation folders. Of the 13 assistant principal records that were reviewed, only two were able to be rated from the information contained in the evaluation records. Thus, only 15 administrators' records contained enough information to make an evaluative decision about appropriate summative scores for all functions. In addition, these records came from only six school systems—Alexander, Buncombe, Burke, Burlington, Edenton-Chowan, and Salisbury. The other 31 records did not contain sufficient information to attempt summative scoring.

Because of this lack of valid information, data from these evaluation records could not be statistically analyzed. However, some general comments can be made from the analyses of the principal and assistant principal records.

PDPs. PDPs were the most common form of missing data. Where present, PDPs were not clearly linked to previous evaluations; indeed, in several instances, PDP activities were developed for major functions in which the administrator had achieved the highest scores. In two systems, PDPs were developed from sources other than evaluation data. One system used a list of objectives developed by its school board as the basis for PDPs. Another utilized a detailed outline of schoolwide goals instead of the PDP form.

A wide range of activities were included in PDPs. Some were very general such as "completing an ED.S Degree." Other PDP activities were quite specific such as "forming a communications committee." The majority of PDP activities seemed relatively easy to accomplish (for example, "making a chart of student test scores"). Few seemed geared toward long-term growth. Certainly, all PDP activities were positive and could lead to improving certain aspects of schooling.

Regardless of the types of activities included, the PDP format was generally sound. In most cases, major functions were identified and supported by goals and objectives. Activities, resources, involvement, and time lines (target dates) were listed. Evidence of completion was limited to recording dates of completion and/or a check-off on the PDP form.

FODAs. FODAs appeared in a wide variety of formats. Generally, those that provided the most room for comments also produced the best information. The quality of information varied greatly. In some cases, performance substantiation was limited to unratable comments such as "excellent," "no problem," or "does a good job at this." While probably accurate, these types of comments allowed for few insights regarding their foundations.

The FODA format used by Alexander County was particularly good. A series of questions related to specific indicators within each major function provided detailed information on what was done, how it was done, and why it was done. Responses were then summarized on the FODA itself. Evidence of accomplishments and evidence of value were also included.

There were some instances in which the quality of FODA information was diminished. Usually, this was due to verbatim repetitions of data records in a FODA from a previous year or one used earlier in the same year. In some cases, overlap between different administrative functions caused information not to be recorded under a specific function (e.g., "see section E"). A definitional problem may be linked to the "evaluates performance" function. About one-third of the FODAs included only student performance under this heading; about one-third included only teacher performance; and about one-third included both student and teacher performance.

(A)PPAIs. (A)PPAIs also appeared in various formats. To the reader, the appraisal instruments that included a description of the major function and indicators of the major function were the most informative. Comments on the appraisal instruments were usually too brief to allow for judgments to be made. Most of these comments were positive, but recommendations for improvement appeared infrequently.

Part of the discrepancy found in the evaluation records of principals can be attributed to the fact that the revised PPAI is not yet in use in all of the pilot sites. Many have just received training in use of the new instrument and have yet to implement it in their school systems.

This review of the evaluation of principals and assistant principals points to several needs. Among the most pressing are:

1) Guidelines for the PDP should be reviewed and strengthened. A clear link between evaluation results and PDP activities should be established.

2) FODAs should be standardized throughout the state.

3) (A)PPAIs should be standardized throughout the state.

4) Evaluators should receive extensive training not only in observation/interview techniques but also in documenting and reporting findings.

ACTIVITY 4: DISTRICT PROGRESS ASSESSMENT

An examination of the goals for the CDP reveals that many are broad based and include more than teacher and student performance. Goals are directed toward employee recruitment and retention, employee satisfaction, enhanced learning environment, students' attitudes toward schools, and overall school improvement. This study has examined perception data received through opinion surveys and interviews. It also has reviewed CDP operation and personnel evaluation records. In addition, certain comparative data were collected from the 15 pilot sites and from 15 non-pilot match sites in search of other evidence that supported progress toward CDP goals. The purpose was to determine if the pilot and non-pilot sites differed significantly on variables related to overall school effectiveness. Many of the program goals address these variables. Presumably, pilot sites would show increased improvement in certain areas related to the broad program goals when compared to non-pilot sites.

Description of Methodology

The first task in the district progress activity was to determine the variables that should be compared across the pilot and match sites. Sixteen variables were selected initially. Two variables were student attendance and estimated dropout rates as reported in the *North Carolina Public School Statistical Profile* for a five-year period (1984 through 1988). The other fourteen were items for which data were to be requested from local school systems for 1984 through 1988. These data were:

- number of student tardies and number of student discipline referrals, K-12;
- number of student suspensions, K-12;
- number of student expulsions, K-12;
- number of days of teacher and administrator absenteeism;
- number of teacher and administrator resignations;
- number of teacher and administrator dismissals/nonrenewals;
- number of applicants for teachers' and administrators' positions; and,
- number of new hires for teachers' and administrators' positions.

The next step was to identify the match sites. Four criteria were used to select non-pilot sites to match the pilot sites: district size, district wealth, socio-economic status, and geographic region of the state. Applying a criterion for district wealth was the most troublesome. First, per capita income figures were available only at the county level. Many of the pilot sites were city school systems, and it was impossible to separate the county per capita income figure from the city school systems. In several of the city school systems, it was estimated that the city per capita income would vary from that of the county. Second, the number of students receiving free lunches by school system was available only for secondary schools. With these limitations, the prospective match sites were identified based on average daily membership as the size criterion, local per pupil expenditure excluding school food service as the wealth criterion, and percent intending to attend college as the socio-economic status criterion. The criterion for region of the state was applied last. With assistance from the controller's office, the sites were selected on the first three variables, and then adjusted to meet the region criterion. Appendix D contains a table that reveals how the selection criteria produced non-CDP school systems that matched the pilot sites.

In July, letters were sent to the 30 school systems requesting information on the 14 variables identified earlier. Feedback from this information request made it apparent that the request was an excessive data burden on local school districts and that many of the statistics sought were not available. It also was discovered that some of the information existed in the SDPI even though it had not been printed in the *Statistical Profile*. After discussion with the contract administrator in the legislative office and SDPI personnel, the data-collection plan was redesigned.

A revised data request was sent to the 30 school systems for information on five variables, rather than the original 14, for the five-year period (1984 through 1988). These included: number of administrator resignations, number of administrator dismissals/nonrenewals, number of applicants for teacher positions, number of applicants for administrator positions, and number of new hires for administrator positions. Information was received from all but one pilot unit and two match sites in time for it to be analyzed for the study. The revised request letters and forms used to collect this information are included in the Appendix D.

The SDPI supplied information on five other variables: number of student discipline referrals, K-12; number of students suspended, K-12; number of students expelled, K-12; number of teacher exits, K-12; and number of new hires for teacher positions. Four variables were eliminated from the analysis because of inaccessibility of data: students tardy, K-12; number of days of teacher absenteeism; number of days to administrator absenteeism, and number of teacher dismissals and teacher nonrenewals.

Results from District Progress Activity

The outcomes of the assessment of comparative progress were discouraging both in the quality and amount of available data and the results of the analyses. Of the twelve variables examined, five could not be analyzed because the data were not sufficient or were too poor in quality. Analysis of data available on the remaining seven variables did not reveal any significant difference between the pilot sites and the match sites.

Student Discipline Referrals. The SDPI submitted data for student discipline referrals for in-school suspension as reported by local school districts for a four-year period (1983-84 data were not available). The 1987-88 data were not consistent with that for the other three years. Districts reported the number of discipline referrals by cases, rather than by students as was reported for other years. The 1984-85 data contained suspect patterns and appeared to be contaminated. Because of these data deficiencies, student discipline referrals were not analyzed.

Student Suspensions. The SDPI submitted data for student suspensions for 1986, 1987, and 1988. The 1988 figures were estimates based on the first five months' experience and were removed from the analysis. Due to the limited data set, only a *prima facie* analysis was given to the results. In 1986, all pilot sites had 277 student suspensions, while all match sites had 291. In 1987, the pilot sites had 332 suspensions, an increase of 55; the match sites had 341 suspensions, an increase of 51. Because the data reflects a limited two-year period and a difference of only four student suspension cases can be identified, no conclusions can be drawn from this information.

Student Expulsion. Student expulsion data are no longer reported to the SDPI. Data were submitted for the 1986 and 1987 school years, but these data were too limited to be analyzed.

Administrator Dismissal and Nonrenewal and Number of Administrator Applicants. Data reported by the match sites and pilot sites on administrator dismissal and nonrenewal and the number of administrator applicants could not be analyzed. Many systems did not report these data. The data that were reported showed no variation and could not be statistically analyzed.

All the other data on the indicators of progress were analyzed by pilot sites versus match sites using a repeated measures analyses of variance. This procedures allows the same subjects to be examined under several different conditions: 1) pilot site versus match site, 2) change over time, and 3) interaction of the two conditions. The analyses compare mean scores to determine if significant differences exist in the mean scores of these three conditions. Table 3-29 reveals the mean scores for these data sets. Comments about each variable are offered in the discussion that follows.

Student Attendance. Student attendance data (average daily attendance divided by average daily membership as reported and defined in the *Statistical Profile)* for the five-year period 1984 through 1988 revealed no significant difference between the pilot sites and match sites. It is possible that attendance increases or decreases are occurring which are not being reflected in these data. The data are aggregated at the group level; the numbers are large; and percentages are taken of percentages. When these factors occur, slight variations in data patterns are not revealed because the numbers are large. A difference of only ten students, for example, would not make a difference in the percentages reported here. Also, both pilot and non-pilot sites began with student attendance rates of 94 to 95 percent. These already high attendance rates make it more difficult to show improvement because the room for improvement is limited.

Estimated Student Dropout Rates. Estimated student dropout rates, as reported and defined in the *Statistical Profile,* were used for this analysis. The figures used for 1988 were preliminary data, but the state agency reported that little change was anticipated in the actual figures. No significant differences were found between the pilot and match sites in relation to the student dropout rate that was expected for each school district.

Teacher Resignations, Teacher Hires, and Teacher Applicants. The SDPI reported teacher exits that occurred in the pilot and match sites during the five-year period. These teachers had left their previous years' positions prior to the succeeding school year. Teacher hires also were reported by SDPI for the five-year period, while local school systems reported the number of teacher applicants for positions for the five-year period. An analysis of these data did *not* reveal any significant difference between the pilot sites and match sites.

Administrator Resignations and Hires for Administrative Positions. Data reported by the pilot and match sites revealed that no significant differences had occurred between the pilot sites and match sites in the number of administrator resignations or in the number of hires for administrative positions.

The activity to assess district progress has produced information that appears to indicate that no significant differences have occurred between the pilot sites and match sites on variables related to employee recruitment and retention, employee satisfaction, enhanced learning environment, students'

Table 3-29

Mean Scores on Variables of School District Progress in Pilot Sites and Match Sites During a Five-Year Period, 1984 through 1988

Variable / Site	*1984*	*1985*	*1986*	*1987*	*1988*
Student Attendance					
Pilot Site	.945	.947	.946	.947	.944
Match Site	.944	.943	.945	.946	.942
Est. Student Dropout					
Pilot Site	7.133	7.220	7.253	7.107	7.087
Match Site	7.474	7.380	7.620	7.027	6.940
Teacher Exits					
Pilot	26.933	25.267	33.867	31.800	28.867
Match	27.867	23.000	29.600	27.267	28.200
Teacher Hires					
Pilot	29.200	38.600	40.133	32.667	34.333
Match	30.467	37.267	40.733	27.733	39.400
Teacher Applicants					
Pilot	177.833	184.167	214.000	196.833	193.500
Match	250.000	264.167	262.33	279.33	319.667
Administrator Resignations					
Pilot	1.5	1.6	1.8	1.5	1.4
Match	0.9	1.1	1.1	1.8	1.1
Administrator Hires					
Pilot	1.583	2.000	2.250	1.917	1.583
Match	1.250	2.083	2.333	1.833	3.167

attitudes toward school, and overall school improvement. While, during interviews, pilot sites reported an increase in teacher and administrator applicants, that increase is not supported by this analysis of data submitted. Nor can it be said that more teachers and administrators are being retained in the CDP sites than in the non-career development sites. On the other hand, some teachers expressed the viewpoint that the CDP is driving teachers away from the profession. That point also is negated because no differences were found in the number of teachers leaving each year in either the pilot or non-pilot sites as reported on the files at the SDPI.

No differences were found in factors that may enhance learning or students' attitudes toward school—student attendance rates or student dropout rates. Data were insufficient to determine if differences had occurred in CDP pilot sites related to student suspension, discipline referrals, or expulsion. While other study activities appeared to reveal that the CDP has made a positive impact on teaching and learning, this activity has revealed that other factors related to effective schooling may not have been so impacted by the CDP. It is still too early in the CDP's implementation to make conclusive statements about these results. This question is an area that needs further examination.

ACTIVITY 5: PILOT SITE INTERVIEWS

Interviews were a major source of information for this study. The first important ones actually occurred during the proposal development stage. In February, 1988, interviews were conducted with State Department of Public Instruction personnel to obtain detailed information about program implementation and operation. At that time, Dr. Carol Furtwengler met with Dr. Robert Boyd, Assistant State Superintendent, Personnel Services, North Carolina Department of Public Instruction. Dr. Boyd's division is responsible for the Career Development Program (CDP). An interview was also conducted with Dr. David Holdzkom, Director, Division of Personnel Relations, North Carolina Department of Public Instruction. Dr. Holdzkom is the director of the CDP. Formal interviews were not again conducted with these officials during the study, but periodic contact was maintained with them to clarify issues and to maintain current information on program implementation. As the study results were being assembled, an interview was conducted with Dr. Juanita Floyd, special assistant to Dr. Robert Boyd, who had been involved with the program since its inception.

During September and October, 1988, visits were made to each of the pilot sites to meet with the various groups involved in the Career Development Program. These site visits were conducted after the opinion survey had been completed, the information from each site had been reviewed, and the district's personnel records had been analyzed. These precursor activities allowed the interviews to focus on key areas where it appeared that further questions needed to be asked for clarification and understanding of the issues.

Description of Methodology

Before constructing the interview protocols, materials obtained for site comparisons were reviewed. Data from the opinion survey were analyzed by pilot site mean scores and compared to statewide mean scores from the various respondent groups—teachers, principals and assistant principals, central office staff and special groups of educators (e.g., media specialists, guidance counselors, psychologists), superintendents, and school board members. Readers who reviewed the personnel evaluation records from the pilot sites had provided written comments about each site's records and any unique situations which appeared during the review process. These were also reviewed. From these vast and rich sources of information, the interview protocols were constructed.

Eight different interview protocols for the pilot site interviews were needed to properly gather the perspectives and information available from the interviewees. Different protocols were developed for: superintendents; observer/evaluators and coordinators; principals and assistant principals; central office staff and special groups of educators; teachers; unsuccessful candidates; nonparticipating eligible personnel; and school board members. Many items were included for all respondent groups, but each group was also asked to respond to several unique questions which applied to their particular roles in the program or applied to the results of the evaluation decisions.

Special emphasis was placed on interviewing representative persons in various central office positions and professionals in special groups such as media specialists, guidance counselors, psychologists, social workers, and speech and language teachers. Numerous job descriptions exist for these groups, and various evaluation instruments are used for their positions in the Career Development Program, but the opinion survey could ask only generic questions about evaluation criteria and processes used for these positions. Therefore, more indepth information about position-specific evaluation was sought from these persons during the interview process.

Interview protocols were constructed around the central themes used in the opinion survey. One main focus was the evaluation systems—the Teacher Performance Appraisal System, the Principal Performance Appraisal System, and appraisal systems used with the central office personnel and special groups of educators. Other questions focused on the local appeals process, local steering committee, additional duty/time (extra-duty/extra-pay) component, communication processes, staff development programs, and program goals. Questions also were asked that pertained to the work of the State Department of Public Instruction, local recommendations for possible program expansion or statewide implementation, comments that interviewees would want to communicate to the General Assembly about the program, and uniquenesses found in the program at each pilot site. Appendix E contains the interview protocols.

The actual format of the protocol was created with a Macintosh II computer and *Filemaker 4* data management software program. Demographic data were arranged on a cover sheet and included: school system, position, name, years in system, years in position, career status, sex, race, date, and interviewer. Classification codes were developed for each category of questions. The codes were assigned as follows:

1.0 Teacher Performance Appraisal System
1.1 Functions
1.2 Pre and Post Observation
1.3 FODI/FODA
1.4 Instruments
1.5 Standards
1.6 Weights
1.7 Six-Point Scale
1.8 Summative Decision
1.9 Number Applying/Attaining
1.10 Criteria for Level III

2.0 Principal Performance Appraisal System
2.1 Functions
2.2 FODI/FODA
2.3 Instruments
2.4 Standards/Weights
2.5 Six-Point Scale
2.6 Summative Decision
2.7 Number Applying/Attaining
2.8 Criteria for Level III

3.0 Special Groups of Educators
3.1 Superintendent
3.2 Associate/Assistant Superintendent
3.4 Psychologists
3.5 Guidance Counselors
3.6 Media Specialists
3.7 Social Workers
3.8 Other

4.0 Appeals Process
4.1 Appeals Decisions

5.0 Local Steering Committee
5.1 Membership
5.2 Decisions/Issues

6.0 Additional Duty/Time (Extra-Duty/Extra-Pay)
6.1 Positions
6.2 Money
6.3 Numbers

7.0 Communication

8.0 Observers/Evaluators
8.1 Selection
8.2 Training
8.3 Terms
8.4 Consensus Decision-Making
8.5 PDP/Assistance

9.0 Staff Development
9.1 Effective Teacher Training
9.2 TPAI
9.3 PDP
9.4 Mentor
9.5 Other

10.0 Goals
10.1 Increased Effectiveness of Educators
10.2 Incentive to Remain in Profession
10.3 Overall School Improvement
10.4 Attract People to Profession
10.5 Positive Effect on Students
10.6 Identify and Reward Outstanding Educators
10.7 Community Support for Program
10.8 Increased Satisfaction with Career

11.0 Other
11.1 State Department of Public Instruction
11.2 Program Expansion
11.3 Comments to General Assembly
11.4 Uniqueness of Pilot Site

The protocols contained space for interviewee comments to be written after each coded question. The form allowed columnar spaces to indicate a new category code if the topic changed while discussing a particular question and to rate the remarks as either positive (3), neutral (2), or negative (1). Use of this format during data collection allowed for comments to be entered into a data base management system and to be retrieved by demographic characteristics.

Only the answers to questions pertaining to the program goals were quantified according to the 3-point scale (i.e., positive-neutral-negative) because most other interviewees' comments did not lend themselves to this rating format. Goal ratings were entered into a Systat file for data analysis. Mean scores were obtained for responses to each goal question by pilot site and by position.

The narrative responses of the interviewees to all other questions were subjected to content analysis. For each question, several response categories were created. Each of the eight respondent groups was assigned a number from 1 through 8. These numbers were used to chart interviewees' comments into their appropriate categories. Responses which fit no predetermined category were recorded for later use in pattern analysis. This procedure provided a chart of response types to each question by pilot site and by respondent type. This enabled the evaluation team to readily determine response patterns.

During the month of August, correspondence was sent to each pilot site notifying the superintendent and Career Development Coordinator of the tentative dates for the interviews. Once the dates were confirmed with the district, a follow-up letter was sent to each site requesting that the following schedule be utilized for the interviews.

7:00- 8:00 a.m. Breakfast meeting with superintendent

8:00- 8:50 a.m. Interview with Career Development Coordinator

9:00- 9:30 a.m. Interview with State Steering Committee Members (one teacher; one principal)

9:45-10:15 a.m. Interviews with two Observer/Evaluators (one elementary; one secondary)

10:30-11:00 a.m. Interviews with two principals (one elementary; one secondary)

11:15-11:45 a.m. Interviews with two teacher participants (one elementary; one secondary)

11:45-12:45 p.m. Lunch with Coordinator and Observer/Evaluators

1:00- 1:30 p.m. Interviews with two teacher non-participants who were eligible for CS II

1:45- 2:15 p.m. Interviews with two central office personnel (one participant and one non-participant)

2:30- 3:00 p.m. Interviews with two special educators (one participant; one non-participant)

3:15- 3:30 p.m. Interviews with unsuccessful candidates (one teacher; one administrator)

3:45- 4:15 p.m. Interviews with two assistant principals (one elementary; one secondary)

4:30- 5:00 p.m. Interview with two school board members

Actual interview schedules varied somewhat at each site depending on special conditions. At one pilot site, a new superintendent had recently been hired and had not had any experience with the Career Development Program. Therefore, the person was unable to answer the interview questions. Several pilot sites did not have any non-participants in the CDP. At several sites, unsuccessful candidates did not wish to be interviewed or did not appear for the interviews. One pilot site had only one observer-evaluator. At several pilot sites, additional interviews were conducted as requested by the districts. The interviews were held at the pilot sites on the following dates:

September 6	Haywood County
September 12	Roanoke Rapids City
September 13	Tarboro City
September 14	Perquimans County
September 15	Edenton-Chowan County
September 16	Greene County
September 19	New Hanover County
September 26	Harnett County
September 27	Harnett County

September 28	Montgomery County
September 29	Orange County
September 30	Burlington City
October 4	Salisbury City
October 5	Alexander County
October 11	Burke County
October 12	Buncombe County

At 14 of the 15 sites, two interviewers—Dr. Carol Furtwengler, principal investigator, and Dr. Russell French, professor at the University of Tennessee and a study investigator—conducted the interviews on single day schedules. At one pilot site, Dr. Furtwengler conducted the interviews during two days.

Over 300 interviews were conducted according to the protocols designed for each response group. Various respondent groups were asked questions pertinent to their experiences with the program. Teachers were asked about the TPAS, while principals were asked about the TPAS and the PPAS since their experiences included interaction with both evaluation systems. The questions asked of school board members were global in nature and more reflective of their interests and experiences with the program. As the interviews progressed and patterns of responses were identified, the protocols were modified to focus on the key issues needing further clarification.

Results of Interview Activity

The interview protocols were structured to probe major topics and issues pertaining to the CDP. Discussion in this section summarizes the information obtained from the various response groups by these several topics—TPAS, PPAS, other appraisal systems, appeals, steering committees, extra-duty/extra-pay, communication, observer/evaluators, staff development programs, program goals, role of SDPI, and concerns and suggested directions for the future of CDP.

Teacher Performance Appraisal System

Interviewees across the pilot sites were asked if the TPAI requires an inflexible and regimented teaching style. Although a few teachers and administrators responded affirmatively, the overwhelming response was that this perception was not accurate. Many respondents felt that the initial ETT training and first-year implementation were often too structured and led teachers to form the perception that a "six-point" lesson plan was required for every lesson. The understanding that different styles of teaching are acceptable and that not all six-steps of direct instruction need occur during every instructional period has since become more prevalent. Some respondents indicated that evaluators have improved and become less rigid in their expectations through additional training and experience. Many respondents also noted that teachers may still tend to take a "safe" position and try to fit everything to a six-point plan during observations. Since the staff development program (ETT) and the evaluation process (TPAI) came into effect at the same time, teachers and some others still tend to equate the two programs.

Since the opinion survey results indicated a concern about the appropriateness of Function 8 practices as evaluation criteria, respondents were asked their opinion on this topic. An overwhelming majority of teachers and administrators acknowledged that these criteria were reasonable and should be evaluated as a part of a teacher's job responsibilities. Two major problems cited included the use of the six-point rating scale for the practices in Function 8, and the lack of documentation to support the principal's summative rating for this function. Many interviewees felt that instrumentation in addition to the TPAI should be developed and utilized for data gathering and documentation purposes for Function 8. In seven pilot sites, respondents suggested, or agreed with, substituting a three-point rating scale for this function. Some also supported the notion of simply requiring satisfactory performance in this area before a person could qualify for Career Status I.

Another question, asked only of OEs, pertained to the OEs' role in observing and rating functions 6, 7, and 8. OEs generally reported that parts of functions 6 and 7 are observable and, in several pilot sites, OEs are being asked to make appropriate input to principals on teacher performance of these functions. There was no consensus that OEs should give ratings for these functions.

Teachers, principals, and OEs were asked if a pre-observation conference should be required for all formal observations. Most principals did not feel pre-observation conferences were needed for tenured teachers. Teachers and OEs more often voiced the need for a pre-observation conference. Many respondents, however, felt that this conference should be optional for the teacher being evaluated, and many respondents acknowledged that pre-observation conferences are essential to evaluations of beginning teachers and teachers new to the school. Even experienced teachers viewed the pre-observation conference as an important opportunity to discuss instruction and their classroom with their principals on a one-to-one basis.

When superintendents, OEs, and principals were asked if the functions and practices of the TPAI should be weighted in determining career status, their reactions were mixed. Many agreed with such weighting, but gave no specific suggestions. An almost equal number suggested that Function 3 should be weighted in some way or that the system should be left alone. Some respondents indicated that informal weighting was already taking place in their districts—a contention that is troubling since it suggests inconsistency among the pilot sites.

OEs, principals, and CDP coordinators were asked if their school systems had developed instruments in addition to the TPAI. In most districts, additional instruments had not been employed, although principals often reported using a wide variety of methods/forms for collecting information pertinent to functions 6, 7, and 8. A concern of some respondents was the heavy reliance on candidate self-reports in rating performance in these last three functions.

When asked if a consensus decision-making approach should be used by OEs and principals to determine summative ratings, the overwhelming response of coordinators, OEs, teachers, superintendents, and principals was "yes." Many principals interviewed reported that they had changed their minds since the initiation of the program. At first, many principals felt they did not need advice from and information gathered by the OE; since this information has become available, however, most principals have found it helpful and supportive of their own evaluation efforts. There do not yet appear to be consistent efforts across the pilot sites to train principals, assistant principals, and OEs to develop data-based consensus decisions.

Responses to a question about the use of mid-year notification to teachers on their progress toward career status generated interesting information. A majority of teachers interviewed felt that there should be mid-year notification. Principals, coordinators, OEs, and superintendents had mixed reactions. If interview data are accurate, however, a great deal of progress notification is currently being given in the pilot sites. It ranges from numerical ratings on each function after each observation to mid-year written notification and mid-year conferences. Many districts refrain from providing numerical ratings to candidates, believing that to do so would destroy the formative dimension of the evaluation process. Several principals responded that they do attempt to counsel teachers out of Career Status evaluation when they are not performing well. Counseling of these teachers, either before they begin evaluation or before the process runs its full course, allows them to "save face" and to improve performance before evaluation scores are generated. Pilot sites do not appear to be handling this issue consistently across the state and sometimes within a single district.

Superintendents, coordinators, OEs, teachers, and principals were asked to identify criteria which should be used in selecting CS III teachers if and when this rung on the ladder is added to the CDP. Criteria most often identified included: outstanding classroom performance as measured by TPAI (mostly ratings of 6s with an allowance for a few 5s); leadership in the school district and profession; evidence of professional growth; and performance factors not included in the TPAI (e.g., rapport with students, enthusiasm, content knowledge). Interviewees who indicated that instruments other than the present TPAI would be needed often commented that TPAI does little to capture "the magic" in teaching.

The majority of interviewees did not favor attainment of a graduate/advanced degree as a criterion for CS III. A few felt that CS III should not be added to the program. Both teachers and principals strongly supported keeping CS III teachers in classrooms, at least for a portion of the day. Few wanted to see these expert teachers moved into positions where they would not directly influence learners. Many respondents suggested, however, that CS III holders should have extra duties and responsibilities—mentoring, curriculum development, and staff development were often mentioned. A number of interviewees suggested that the lead teacher concept now being piloted in the state should be blended into CS III of the CDP. In at least seven of the pilot districts, respondents suggested a two-track system for CS III teachers. Track A would require attainment of CS III through demonstration of outstanding teaching performance and would pay a financial reward for that achievement. Track B would require attaining CS III through demonstration of outstanding teaching plus leadership capabilities. Track B persons would take on lead teacher or other leadership roles and would receive stipends proportionately higher than Track A. Many respondents stated that requirements for CS III must be rigorous and voiced a concern that the current standards for attaining CS II are not stringent enough.

Principal Performance Appraisal System

Responses by principals, assistant principals, OEs, coordinators, and superintendents to a series of questions about the PPAS were erratic. Many interviewees appeared to be only vaguely familiar with the system, and even more were unfamiliar with the revised forms. Many respondents reported that they had received no training on using PPAS. Respondents familiar with the system generally approved of the criteria (functions and practices), especially in the revised version. A number of persons questioned, however, suggested that the system needed further refinement and simplification. Common concerns were the heavy reliance of the system on self-documentation, the failure of instruments to capture what actually happens in a school, and the omission of elements such as management of student behavior (discipline) and budget generation and allocation.

Interviewees in a number of districts reported that the PPAS was coupled locally with a job-target approach, and several persons suggested that the new state accreditation criteria, drawn from the effective schools research, should become focal points for principal evaluation. Both principals and assistant principals expressed concerns that all functions and practices of the evaluation criteria for assistant principals do not apply to all assistant principals. Because of the great variation of job descriptions for assistant principals across the state, they felt that either modification of instruments or allowance of "not applicable" ratings was warranted.

Several interviewees expressed concern that a data-based information system which reflects the school's progress in key areas is not currently being used in the evaluation of building-level administrators. Some respondents questioned whether principals and assistant principals should be included in the CDP. Several superintendents felt that the state should upgrade the base salaries of principals and provide funds to the local school system to use as a merit system of pay for principals and assistant principals, rather than encompassing them in the CDP.

Evaluation of Other Personnel

Respondents in most pilot districts reported the use of SDPI instruments for the evaluation of librarians and counselors. If the instruments were used for other personnel (such as psychologists, social workers), they were often not well understood nor consistently applied. Complaint was heard about the central office position of director/coordinator, particularly that criteria do not match job descriptions. Revised instruments for media specialists received the most favorable responses. Acceptance of the counselor instrument was high, but concerns were voiced about the confidentiality aspects of a counselor's job and the evaluators' reliance on candidate self-reports. Concerns also were raised about the range of evaluation instruments and procedures used with other specialized personnel, especially the emphasis on self-documentation and the lack of expertise of evaluators in the special roles such as social worker, psychologist, and guidance counselor. Some respondents expressed desire that regional specialists, with degrees, knowledge, and experience in specialized fields be assigned as part of the evaluation team. A number of larger pilot districts are using central office personnel with appropriate backgrounds to evaluate performance of employees in these positions.

Appeals Provisions

Most pilot sites reported that their appeal processes are essentially those outlined in the state guidelines. The primary issue that surfaced in the interviews was the appropriateness of the local board of education serving as the second-level court of appeal. Reactions to the role of the board in the appeals process were mixed, even among board members. Many respondents, including board members, would prefer to have a second appeals panel from outside the local school district. Widespread agreement held that, if the local board is to be involved, extensive training for board members in the evaluation process and instruments and in appeals procedures is absolutely essential. A high level of agreement also supported the belief that persons (educators or board members) who will chair appeals panels need special training for this role.

Extra-Duty/Extra-Pay

Educators interviewed liked the extra-duty/extra-pay concept, but they perceived a number of problems in its current implementation. A major concern was the restriction of extra-duty pay to Career Status II participants. Many respondents felt that this restriction was causing teachers to withdraw from a range of activities in which they had previously participated, that the people best suited to certain leadership positions could not be placed in them, and that CS II teachers in smaller districts were becoming overburdened with extra responsibilities. A majority of respondents suggested that the extra-duty/extra-pay component be opened to CS I teachers after giving priority to CS II teachers. Many felt that prorating the financial incentives for CS I teachers would be appropriate. A sizable number of respondents, although not a majority, did not favor opening extra-duty/extra pay to CS I participants.

Other concerns about the extra-duty/extra-pay component were the lack of consistency in duties funded and the level of financial remuneration for similar duties within and across the pilots. These concerns focused on the extra-duty activities rather than the extended-time component. All interviewees agreed that the extra-time component (summer programs and projects, after-school projects) was most beneficial to students. Several of the extended-time components perceived to be most successful involved teacher-developed proposals for creative projects. A desire to have more definitive state guidelines to equalize the extra-duty/extra-pay component statewide was voiced often.

Steering Committees

Interviewees in most districts reacted favorably to the composition and efforts of their local CDP steering committees. These committees were perceived as major sources of communication about the program and as a vehicle for teachers to have input into the local pilot program and the state steering committee. Even though variation occurs in the way members are placed on the local steering committees at the pilot sites, (i.e., some appointed members; some elected members), teacher responses to their local steering committees were always favorable. Teachers stated, however, that they preferred to elect their representatives. Respondents in several pilot sites suggested that new districts entering the program should include at least two representatives per building on their steering committees.

Communication

When asked what successful channels of communication about the CDP existed in their districts, respondents identified several. The local steering committee, coordinators, and OEs were those most frequently mentioned as effective communicators. Newsletters and other printed materials were mentioned frequently. Principals were said to be important sources of communication in their buildings and, in several districts, the superintendent's personal efforts to communicate directly with teachers were reportedly effective.

Observer/Evaluators

Questions about the selection, training, and use of OEs elicited several interesting responses. Interviewees in most districts reported that OEs were selected from a pool of applicants. On a few occasions, respondents did not know how OEs were selected. Selection procedures identified most often were review of applications and interviews. In a few instances, potential OEs had to demonstrate competence by viewing a videotape of teaching and applying the TPAI. Several respondents recommended that this videotape technique be used statewide.

The majority of the interview respondents favored a three- or four-year staggered rotation of OEs. Some respondents favored permanent assignments to these positions. Reasons for this varied. Interviewees in smaller systems felt that they need OEs hired from outside their system so that OEs would not be evaluating teachers with whom they have had close contact. Some systems feel that the time and cost of OE training warrant extended periods of time in the position. Some respondents felt that it takes at least two years to master the evaluation system. While there was strong sentiment for assignments of more than two years for OEs, many interviewees felt that a system of peer evaluation should include an inherent rotation process to assure that the philosophy of peer evaluation remains viable.

OEs generally serve in two major roles. Their first responsibility is observation and evaluation. Their second responsibility, often done during the summer months, is staff development. The coaching role, initially targeted in many districts as part of the evaluators' responsibility, has in most cases not been fulfilled. The number of required observations leaves little time to attend to the coaching role. In some pilot sites, the role of coach is not given to OEs because it is seen as "role conflict." If OEs are to evaluate personnel, then assist them to become better, and then evaluate them again, some objectivity may be lost in the process. Respondents in several districts felt that the ratio of OEs to teachers needed to be reduced somewhat. Other school districts reported that the current ratio was not a problem for them. A few of these districts had funded partial OE positions from their local budgets.

In many of the pilot districts, respondents reported that state training of

OEs had been supplemented locally. Some pilots sites send their OEs to out-of-state training sessions and hire consultants to come to the local unit to provide indepth training in identified areas, such as conferencing skills and Teacher Expectation and Student Achievement (TESA). Pilot sites expressed a need for additional OE training programs to increase reliability and to work on special areas such as conferencing skills and consensus-decision making.

Two issues which elicited divergent views during the interviews were: 1) whether OEs should be from within or without the local school system; and 2) how OEs should be assigned (i.e., grade level, subject areas). Teachers felt that evaluators should be assigned as close to grade level and subject area as possible, with the minimal match being pre-school, elementary, and secondary experience as the basis for assignment. Some respondents, especially those representing special groups of educators (i.e., guidance counselors), urged the use of evaluators from outside the local school district to ensure objectivity and fairness. There was not widespread dissatisfaction, however, with the way the process is now working.

Another concern to some respondents is the matter of OEs being paid on the supervisors' pay scale. Some teachers expressed resentment toward this compensation. Some OEs expressed concern over the anticipated decrease in pay when they leave their positions to return to the classroom. Not only are OEs concerned about this pay decrease, but also they are concerned about the adjustment period facing them when they return to teaching. Many OEs will readily admit that they dread the possibility of routine classroom life without the opportunity to creatively use the knowledge and skills they gained as an OE. Teachers in some pilot systems reported that OEs do not return to the classroom because they are given administrative positions. While this is not always true, it is a matter of concern to teachers because the OE position, instead of being seen as a "peer" role, may be viewed as a "stepping stone" to an administrative position.

Staff Development

The vast majority of interviewees felt that the staff development programs (ETT, TPAI, Mentor) associated with the CDP had been beneficial to them and their districts. Of those who had experienced the PDP training, many reported it to be weak and in need of further refinement. The Effective Principal Training Program was also targeted as one needing improvement. Many respondents in those districts that had not opened TPAI training to all teachers recommended that this training be made available.

Other Aspects

When asked about the technical assistance provided by the SDPI, respondents were most laudatory. The Division of Personnel Relations was reported to be most responsive to needs and technical problems. When asked what additional assistance they wanted, respondents often cited the need for the SDPI to: 1) further codify policies and decisions; 2) provide more assistance in documentation procedures for TPAI functions 6, 7, and 8; 3) refine evaluation instruments and procedures for principals and special groups; and 4) develop additional training programs. The CDP-related efforts of the regional centers and the state controller's office were not similarly praised in the interviewees' comments.

Recommendations from Pilot Sites

When interviewees were asked for their recommendations for the equitable and efficient implementation of the CDP throughout the state, many concerns were expressed. Interviewees admonished that statewide implementation of the program should proceed slowly and be phased in over a period of time. Each new district should be required to demonstrate adequate training of all parties before implementation. Further cautions included advice not to "fast track" new systems, but to take the time required in the initial plans to have educators qualify for CS I, II, and III. Standards should be kept stringent, but quotas should not be imposed. Respondents urged that more consistency be established from district to district in determining performance standards for the various levels of the CDP. In fact, most pilot sites indicated that a tightening of standards should be considered. Interviewees indicated that CS II standards need to be more stringent, and that CS III should be available to only a limited and talented pool of educators. Most pilot sites indicated that the number of observations for CS II maintenance should be reduced and that paperwork should be reduced in all new programs. Principals, especially, expressed a concern for more administrative assistance to cope with the demands of the CDP, BEP, and other mandates.

Comments to the Legislature

During the interview process, respondents were asked a final question about what they would tell the legislature concerning their experiences with the CDP if given the opportunity. Also, school board members at each pilot site were asked if their school system had benefited from the CDP and, if so, how. A summary of these comments by pilot site are provided in Appendix G.

Most of the respondents wanted the legislature to know that: 1) they appreciated the opportunity to participate in the pilot program; 2) they felt most personnel in their school systems had become more effective educators; 3) they appreciated the additional remuneration available to them based on performance; 4) they felt that the program was a step in the right direction and was improving education, but it could not be a panacea for all that is needed to improve education; and 5) they recommended statewide implementation, but only with a careful and methodical plan to do so.

Program Goals

Superintendents, coordinators, observer/evaluators, principals, assistant principals, central office staff, special groups of educators, teachers, and school board members were asked to state their opinions regarding attainment of eight goals for the program. Non-participants and unsuccessful candidates were not asked to respond to the goal statements. Table 3-30 displays the responses of interviewees, by percentages, to the goal statements.

A large number of the respondents perceived that six of the stated goals

Table 3-30

Interviewees' Opinions Regarding Attainment of CDP Goals

Goals of CDP	*Character of Interviewee's Response* *Positive*	 *Neutral*	 *Negative*
Increased effectiveness of educators	95.0%	4.5%	.5%
Incentive to remain in profession	66.3%	25.5%	8.2%
Overall school improvement	87.8%	10.2%	2.0%
Attract people to profession	45.6%	45.0%	9.4%
Positive effect on students	80.1%	15.8%	4.1%
Identify and reward outstanding educators	82.6%	12.3%	5.1%
Community support for the program	48.1%	43.7%	8.3%
Increased satisfaction with career	63.9%	26.2%	9.9%

were being attained. Ninety-five percent (95%) of those responding felt that the program is increasing the effectiveness of educators primarily through an increase in staff development programs and focus on improved instruction. Most respondents (88%) felt that overall school improvement was occurring, and most (80%) related this directly to a positive effect on students. Most respondents reported greater "time on task" in the classroom, better classroom management by teachers, and a high degree of focus on the curriculum, and more accountability for students' learning.

Although 83% of respondents felt that the program was identifying and rewarding outstanding educators, a concern was expressed that perhaps the focus was more on rewarding competent teachers than on identifying and rewarding outstanding performance. This point relates directly to the concern that too many teachers are attaining CS II without demonstrating truly outstanding performance.

Two-thirds of the respondents felt the program was an incentive to remain in the profession and felt increased satisfaction with their careers; thus, responses to these two goals did not reflect the same degree of certainty exhibited for the four goal statements perceived to have the highest attainment.

The two goal statements receiving positive attainment ratings of less than

50% dealt with the capacity of the program to attract people to the teaching profession and community support for the program. Comments often made in response to the former statement were, "It's too early to tell" and "It will take higher base salaries to attract people to the profession." The community support statement was often met with the comment, "I don't think the community knows much about it (the CDP). We need to do more in this area."

Although comparisons and contrasts of data from several sources is treated in Chapter 4, a word about the obvious differences in perceptions of goal attainment between the surveys and interviews is necessary here. During the interview process, unsuccessful candidates and non-participants were not asked for their perceptions of goal attainment. Their lack of involvement in the program and/or personal negative experiences would have dramatically colored their perceptions.

ACTIVITY 6: SURVEY OF COLLEGES OF EDUCATION

Two data collection activities were used to obtain information from colleges of education regarding the Career Development Program. The first activity was the use of telephone interviews with the college deans, or their representatives, to determine 1) their knowledge of and attitudes toward the CD program and 2) their perception of how the CD program has affected teacher training programs. The second activity was the collection of enrollment data to ascertain if more persons are being attracted into the teaching profession.

Description of Methodology

Eight colleges of education in North Carolina were selected for participation in the study. The colleges were those with the highest enrollments in teacher education programs—the six highest-enrollment public institutions and two highest-enrollment private institutions. These institutions were:

Appalachian State University
Campbell University
East Carolina University
Mars Hill College
North Carolina Agricultural and Technical State University
University of North Carolina at Chapel Hill
University of North Carolina at Greensboro
Western Carolina University

Half-hour, structured interviews were conducted with five deans, one associate dean, one interim dean, and one chairperson of the division of education. Respondents were informed that their responses would not be reported by individual name or institution.

In addition to conducting interviews, enrollment data were collected from the colleges to determine if the number of persons being attracted into teaching as a career in North Carolina is increasing. The institutions were asked to report student statistics for the years 1983-84 through 1987-88 as follows: 1) the number of undergraduate students enrolled in the college of education; 2) the number of MAT/MST students enrolled in the college of education; 3) the number of undergraduate students who received degrees; and 4) the number of MAT/MST students who received degrees. The interview protocol and the request letter and form for student data are included in Appendix F.

Results from College Interview Activity

All of the respondents were employed in a college or university in North Carolina during the period of development and implementation of the Career Development Pilot Program. One respondent had four years of higher education experience in North Carolina; the other seven respondents reported in-state, higher education experience that ranged from 12 to 26 years.

Four of the respondents had some direct contact or experience with the CDP; four reported no direct contact or experience with the program. Program involvement included: attending local and state meetings where the program was discussed, serving as a committee member for the Initial Certification Program, conducting college classes in which pilot site personnel shared information, working with doctoral students from pilot sites, and serving on consortium boards.

The respondents' knowledge of the program ranged from limited to moderate. Most knew the program included various professional levels, but they were unsure of the levels, the type of evaluation, and the monetary awards assigned to each level. There was a basic understanding that teachers were promoted based on performance, but the program was interpreted as one of merit pay rather than a career ladder with options for additional duties, extra work, and extra pay. A clearer understanding existed of the initial certification program and the support team concept. Two respondents recognized that the purposes of the CDP included the improvement of instruction and an attempt to further professionalize teaching.

Six of the eight respondents had knowledge and opinions concerning the Teacher Performance Appraisal System (TPAS). Their awareness ranged from knowing that TPAS is used for classroom observation to the fact that it is research based, fair, and equitable. Concerns about TPAS generally were based on "hearsay" information. These concerns included: 1) distrust of evaluators; 2) stifles teaching and causes lack of creativity; 3) lacks explanatory power; 4) ignores the affective area; 5) exhibits a large degree of inconsistency; and 6) lacks sufficient research in the inquiry methods of teaching. One respondent commented that teacher evaluation through the TPAI approach "doesn't get at everything, but I agree that what it does assess, it does well. It should be continued."

Most of the respondents lacked information related to the evaluation instruments for principals, assistant principals, central office personnel, and specialist personnel such as guidance counselors. One respondent had served on a task force for the psychologist instrument and supported the use of peer evaluators rather than principals for evaluating school psychologists. The overall impression the respondents had of the evaluation systems for nonteaching personnel was that their rating scales were less effective than the TPAI rating scale due to the nature of the positions being evaluated.

Only two of the eight respondents reported having had any contact with observer/evaluators (OEs). When asked their opinions of the use of OEs, six of the eight were favorable, while two were unfavorable. Negative comments included concerns about external evaluators and the creation of awkward situations. When questioned about the proper use of OEs, the deans stressed that they should: 1) have proper training, 2) provide immediate feedback, and 3) serve in formative as well as summative roles. Several respondents thought that peer evaluation was appropriate. One stated, "It (peer evaluation) is a good thing. It is the only way teaching will become a true profession. Educators must take responsibility for peer evaluation and nurture it and improve it."

Each respondent was asked several questions about the Effective Teacher Training Program (ETT). All respondents were familiar with the program. Two respondents stated that their college's teacher education programs required students to take 30 hours of ETT training. All six of the others responded that exposure to ETT occurred through elective courses or through introduction of the concepts in regular methods courses. Opinions varied concerning the effectiveness of the ETT program. All respondents agreed that it was good for beginning teachers. Concern was expressed that ETT is only *one* way of teaching and should not be viewed as the *only* way of teaching.

Respondents were asked to rate the present level of attainment of the goals of the CDP. They responded to ten goal statements on a scale of one ("strongly disagree") to five ("strongly agree"). Their responses revealed the following mean scores:

1. The CDP has resulted in increased effectiveness of educators. 3.42
2. The CDP provides incentives for good teachers to remain in the classroom. 3.57
3. People in our community believe the CDP is helping to improve the schools. 2.86
4. The CDP will help to attract more people into teaching. 3.25
5. The CDP will help to improve the quality of teaching. 3.50
6. The CDP will improve the quality of school-level and district-level administration. 3.38
7. The CDP has encouraged teachers to improve their teaching techniques. 3.25
8. The CDP is identifying and rewarding highly competent teachers for performance. 3.25
9. The CDP is identifying and rewarding highly competent administrators for performance. 3.25
10. The CDP is increasing educators' satisfaction with their careers. 3.13

These mean scores, with one exception, reflect a slightly positive view of CDP's attainment of the program goals. The one score which is slightly negative pertains to whether people in the community believe that the CDP is helping to improve the schools. Most respondents felt that the general public did not have an awareness of the program.

Results from College Enrollment Activity

Seven of the eight institutions responded to the original request for statistics on student enrollment and graduation. A follow-up data request was sent to Campbell University. However, this institution did not respond to the original request for information nor the follow-up request for these data. From the information supplied by the seven institutions, yearly averages were computed for enrollments and graduates for each year from 1984 to 1988. These average numbers are displayed in Table 3-31.

In 1984, the seven reporting institutions averaged 480 undergraduate enrollees in teacher education programs. In 1988, an average of 592 students enrolled in the same teacher education programs, a 23% increase. During the same period of time, enrollments in the master's level teacher preparation programs—persons initially degreed in some field other than education who decided to seek a career in teaching—increased an average of 71 students per institution, from 306 to 377. This represents an increase of 23%. In 1987-88, combined undergraduate and graduate enrollments averaged 183 more per institution than in 1983-84.

One would not expect baccalaureate graduation statistics to vary greatly over the five-year period analyzed. It requires at least four years to complete the typical undergraduate program, and national statistics suggest that many students take five years or more to complete their initial degrees. Students who enrolled near the beginning of the Career Development Program (1985) would not yet have graduated from college. The data from the seven reporting institutions meet expectations. Table 3-31 reveals that these institutions aver-

Table 3-31

Average Number of Students Enrolled and Graduated by Seven Teacher Education Programs in North Carolina During Five School Terms, 1984 to 1988

	1984	1985	1986	1987	1988
Enrolled in Undergraduate Teacher Education Program	480	467	526	507	592
Enrolled in MAT/MST Program	306	315	322	343	377
Received Bachelor's Degree	187	177	166	155	185
Received Master's Degree	155	154	185	187	199

aged 185 Bachelor's Degree graduates in 1988. In 1984, this average was 187 graduates per institution.

Persons who completed graduate degrees leading to initial certification during the 1984 to 1988 period, however, increased in number. Table 3-31 reveals that the seven reporting institutions averaged 155 such graduates in 1984 and 199 graduates in 1988. These statistics represent a 28% increase in graduates over the five-year period. These graduates are primarily individuals who have obtained an undergraduate degree in a field other than teaching, but later decided to move into a teaching career. Two or three years usually is sufficient time for them to complete degree and certification requirements through MAT/MST programs.

Although none of the enrollment and graduation figures reported here show statistical significance, they do represent positive trends for teacher supply. If enrollment trends continue, the pool of teaching talent available to North Carolina school districts in the years ahead will be considerably enlarged. An average of 183 students per institution (undergraduate and graduate) added to the available pool of teachers may not seem great, but 183 persons multiplied by seven institutions means 1,287 new teacher candidates per year from these institutions during 1984 to 1988. If proportionately similar increases are occurring in other North Carolina teacher preparation programs, teaching talent is becoming more abundant for local school districts.

The effect seen in these statistics may not be wholly attributable to the Career Development Program. Many educators in North Carolina also point to the new North Carolina Teaching Fellows Program, the Basic Education Program, and the overall emphasis on education in the state as contributing factors. It is difficult to say specifically which reforms may be influencing increases or decreases in teacher education enrollments. This is especially true given the fact that North Carolina's initiatives are in their early stages. It is clear, however, that the Career Development Program with its several incentives for individuals is not negatively influencing enrollments in teacher education. The combined reform initiatives adopted by the General Assembly over the past several years may be positively impacting higher education institutions more than some higher education administrators and faculty realize or are willing to confirm.

Evaluation of North Carolina's School Career Development Pilot Program

Chapter 4: Major Issues and Recommendations

from

A Report of an Outside Evaluation

prepared for the

**Joint Legislative Commission on
Government Operations**

Raleigh, North Carolina

**Research and Service Institute, Inc.
Brentwood, Tennessee**

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Chapter 4

Major Issues and Recommendations

In this study, various methods were used to collect information needed to evaluate the Career Development Program. These methods were described in the previous chapter. The information obtained from the activities was used to address key questions related to the CDP. This chapter presents the results of this process of applying findings to these questions. Recommendations are offered for each major issue.

The first area addressed is the effectiveness of the Teacher Performance Appraisal System—the process, the instrumentation, and the evaluation results. The second area pertains to the evaluation systems used to assess principals, assistant principals, central office personnel, and special groups of educators. Other areas include: the appeals process, staff development programs, extra-duty/extra-pay component, program effect on higher education, goal attainment, the performance of the SDPI, and future directions for the program.

In May, 1988, the "Brandt report" *(A Review with Recommendations of the North Carolina Teacher Performance Appraisal Instrument)* was submitted to the Joint Legislative Commission on Government Operations. This report provides recommendations for improving the Teacher Performance Appraisal Instrument (TPAI). This study agrees with the Brandt report when it states, "We consider our recommendations suggestions for fine-tuning an already good system of performance appraisal" (p. i). In fact, recommendations made in the Brandt report are mentioned here only when differences of opinion or finding occur between the Brandt report and the RSI study. Since the RSI study was purposely more comprehensive than the Brandt report and included more extensive data-collection activities, it includes a number of additional findings and recommendations.

1. TEACHER PERFORMANCE APPRAISAL SYSTEM

The TPAS Process

Is the evaluation process currently being conducted appropriate for identifying Career Status?

Because of the number of teacher observations and evaluations required in North Carolina for both the Initially Certified Personnel Program (ICP) and the CDP, it is imperative that a consistent schedule be available at the local school level for principals and OEs to reference and to plan the year's activities for personnel evaluation. This becomes even more important as the program expands and continues to focus on professional growth and peer-coaching activities. During the site interview process, New Hanover County shared a matrix used by school principals to plan for the evaluations of teachers. This matrix would be particularly helpful in large school systems with numerous OEs and principals.

RECOMMENDATION: *that a systematic observation / evaluation scheduling process be developed at the state level for use by local school systems.*

During the site interviews, two major problems areas were identified concerning the qualification process for the CDP. One of the program's goals is to attract teachers to North Carolina, but the requirement that experienced personnel new to the school district must wait several years before qualifying for the CDP is a deterent. Many competent teachers are ready for full participation in the CDP upon employment. A similar problem area exists for personnel who transfer from one school system to another or personnel who change positions within a school system. Position change often means loss of career status.

*RECOMMENDATION: **a)** that out-of-state teachers with prior, appropriate, and successful years of experience and experienced personnel moving from system to system or from one position to another within the school system should be allowed to apply for Career Status I or II upon assignment to their positions and their requests for evaluation; **b)** that upon completion of evaluation and demonstration of competence, appropriate career status should be awarded; and **c)** that the CDP should be separated from local tenure decisions.*

At the beginning of the pilot program, some pilot sites used a consensus process among evaluators (principals, assistant principals, and OEs) to determine summative ratings; some did not. After several years of implementation, however, strong support exists for the use of consensus decision-making in assigning summative ratings. When teachers, principals, and superintendents were asked on the questionnaire:

> The year-end evaluation decision should be the principal's responsibility and *should not* include OEs in the decision-making process,

all groups disagreed (teachers, 58%; principals/assistant principals, 71%; and superintendents, 80%). When school board members were presented a similar but more positive statement:

> Observer/evaluators should assist the principal at the end of the year with the final evaluation of teachers whom they have observed,

88% of school board members agreed. Therefore, both professional personnel and school board members supported the idea of OEs being involved in a consensus decision-making process for summative ratings.

During the site interviews, strong support for the consensus process was received from all respondent groups. Principals stated that at first they were concerned about relinquishing their evaluation "duty" as required by law. Principals have found, however, that

OE input broadens their analysis of teachers' skills and/or areas for needed improvement. Many principals felt that while they knew their schools and their teachers, OEs, by virtue of their work in several schools, were able to provide principals information about the performance of their teachers in relation to overall school system expectations and achievements. A superintendent stated that the OEs' role in consensus decision making had assisted in making principals' summative scores more accurate.

Presently, several different methods of "consensus" exist among the pilot sites. Some principals and OEs read and rate FODAs independently and then come together for discussion; others read and rate FODAs together. A few pilot sites include OEs in final summative conferences.

RECOMMENDATION: *a) that consensus decision making should be required by principals and OEs to determine summative ratings; b) that procedures should be specified for handling situations where disagreements occur; (Requiring additional observations before summative ratings are assigned or having the superintendent involved in the final decision are possible alternatives.); and c) that SDPI should develop several consensus models and provide training to local school systems in consensus decision making.*

Are the procedures of the evaluation process adequate?

Several issues related to the procedures of the evaluation process are important. The first is the necessity of a pre-observation conference before formal, announced observations. When principals/assistant principals and teachers were asked whether:

> A pre-observation conference is necessary for every formal observation,

and whether:

> The pre-observation conference is helpful to the observer in preparing for observation in the classroom,

differences between the groups were evident. A majority of teachers (56%) responded that there should be a pre-observation conference for every formal observation while only 23% of principals and assistant principals agreed. Teachers (78%) stated that pre-observation conferences were helpful to the observer, while 59% of principals and assistant principals agreed. During the site interviews, similar responses were obtained. Teachers expressed the desire to have a pre-observation conference to discuss unique situations in their classrooms and to have an opportunity to meet with their principal to discuss instruction. Principals, on the other hand, felt pre-observation conferences were beneficial but did not believe they were essential for experienced teachers.

RECOMMENDATION: *a) that pre-observation conferences be required for all formal observations of ICP, provisional, and Career Status I teachers; b) that Career Status II teachers may waive the pre-observation conference if they so desire; and c) that any teacher scheduled for a formal, announced observation should submit an outline of the lesson and any unique classroom situations to the observer in advance of the observation.*

An issue of obvious concern across the pilot sites is the number of classroom observations required for maintaining CS I and CS II. At the present time, the range among pilot sites is from one to four required observations at each level. The average for CS I being 3.1 and the average for CS II being 2.3 observations per candidate. The questionnaire asked teachers and principals whether:

> Four observations should be the minimum requirement for obtaining Career Status II,

and whether:

> Fewer than four observations should be recommended for maintaining Career Status II.

A majority of teachers (65%) and principals (82%) agreed that a minimum of four observations should be required for attaining Career Status II, while a majority of teachers (72%) and principals (73%) believed that fewer than four observations should be required for maintaining Career Status II. During the site interviews vast differences (and strong opinions!) were expressed concerning the number of observations required for maintaining Career Status II. Some educators feel that once a teacher has demonstrated competence, he/she should be "rewarded" by not having to be scrutinized as closely. Others feel that observation is a process for improving instruction and should be seen as a positive process. From this vantage point, not having access to four observations would be seen as negative and nonsupportive. SDPI reinforces the concept of multiple observations by stating that the validity of the instrument is based upon multiple observations. It is interesting to note that teachers' opinions of the program are not necessarily related to the required number of observations. One pilot site that requires only one observation for maintenance of CS II had the least positive teacher perceptions of the CDP as reported on the opinion survey.

The review of personnel records revealed a need to strengthen the PDP process. This includes making the process viable for CS II teachers and providing a time for CS II teachers to work with their principals on self-improvement. One way to enhance the status of the PDP is to allow CS II teachers to focus on their PDP during alternate years of evaluation.

RECOMMENDATION: ***a)*** *that a minimum of four observations be continued as a requirement for attaining Career Status I and Career Status II;* ***b)*** *that a minimum of three observations be required annually for maintaining Career Status I;* ***c)*** *that a minimum of three observations be required every other year for maintaining Career Status II; and* ***d)*** *that on alternate years, special emphasis should be placed on the Professional Development Plan (PDP) of Career Status II teachers. (Principals should meet with these teachers at least twice on alternate years to monitor and assess progress toward attainment of PDP goals.)*

Another area identified during site interviews in which procedures differ across pilot sites is the notification of candidates of their progress toward attainment of Career Status. One pilot site provides a formal written notification at mid-year to let candidates know if they are on target toward attaining their desired status, and another pilot site is instituting this strategy this year. Other pilot sites employ different methods for informing candidates of their evaluation status during the year. These methods include actually assigning ratings to each evaluation—either with numbers or descriptive words such as below average, average, or above average—and employing a "code" such as using "at standard" and other terms that have meaning to candidates. In other districts, definitive feedback is provided during the post-observation conference.

When teachers were asked survey questions relating to feedback on progress, such as:

> The TPAS post-observation conference provides effective feedback to me,
>
> I agree with the results of my year-end evaluation done by my principal,
>
> My school system has fair and reasonable procedures for administering the CDP,

the teachers agreed by 74%, 66%, and 62%, respectively. Different methods are used in the pilot sites to notify teachers of their evaluation progress during the year, but no pattern emerges on whether one method is more acceptable than another. During site interviews, teachers did not express a strong desire for any one means of notification. OE coordinators, principals, and superintendents had differing opinions. A superintendent stated during an interview that his system didn't assign numbers, but did let teachers know if they were "on target." The superintendent wanted to support a "no gotcha" philosophy and to allow teachers who might want to withdraw from the evaluation process to do so at a time that they decided was best for them. Some persons interviewed felt that the "coding" of words to relate to a particular career status could be confusing; others felt that assigning ratings with descriptive words such as below average, average, or above average was inappropriate; others supported both of these methods. Those who notify teachers of their status at mid-year felt this method to be most satisfactory.

It appears that the critical issue is whether teachers have an understanding of their current status in the evaluation process. Since the TPAS uses multiple observations that culminate in an evaluation decision, it appears best not to assign scores or to give specific ratings based on one observation. This conclusion is further supported by the fact that the TPAS is supposed to be used formatively and summatively. The formative concept of improvement from observation to observation and/or over the course of the year would be negated if summative ratings were provided at each point in the evaluation process.

RECOMMENDATION: ***a)** that the state promote the use in post-observation conferences of narrative FODAs which contain information about a teacher's performance but which do not contain descriptive words related to the rating scale or numerical ratings; **b)** that teachers should be informed during the post-observation conference whether they are "on target" toward attaining their desired status; and **c)** that written notifi-*

cation be given no later than mid year to the teacher if it appears that he / she may not achieve the status desired.

Are classroom observers selected, trained, assigned, and utilized appropriately?

Information obtained from the site comparison, personnel records analysis, opinion surveys, and interview activities contained data pertaining to observer/evaluators, principals, and assistant principals as observers. The process for selection of observer/evaluators differs from pilot site to pilot site as was revealed in Table 3-2 in the site comparison section. In several of the smaller pilot sites (e.g., Perquimans, Roanoke Rapids), the selection is done by the superintendent of schools. In a majority of the pilot sites, the selection process includes an interview by a panel of educators often comprised of teachers, administrators, the CDP coordinator, and observer/evaluators. A few pilot sites (e.g., Burlington, Haywood), require that applicants demonstrate their skill in observation through viewing a videotape of a lesson and scripting and analyzing the teaching process according to the functions and definitions of the TPAI. When teachers were asked on the opinion survey whether:

> I believe that our school system has a fair and equitable method for selecting observer/evaluators,

47% agreed; 29% neither agreed nor disagreed, and 19% disagreed (6% did not respond)[1]. An overwhelming majority of principals (72%) who were asked the same question responded that they felt that a fair and equitable method existed for evaluator selection. During the site interviews, teachers did not see the selection process as unfair as much as they just did not know what the process was or understand how it took place.

RECOMMENDATION: *a) that each pilot site develop a policy pertaining to the selection process for observer / evaluators and include it in the CDP Handbook for teachers; and b) that school systems consider a comprehensive selection process including the use of a skills test which reflects a candidate's ability to observe and accurately describe the teaching process using the TPAI.*

During the implementation of the pilot program, the training of evaluators has been refined. Continuing emphasis has been placed on increasing inter-rater reliability, on the scripting and writing of FODIs and FODAs, and on using consensus decision making among principals, assistant principals, and observer/evaluators. Most pilot sites reported that they conduct joint observations with principals and observer/evaluators to increase inter-rater reliability. Some even use joint observations with principals across pilot sites. The SDPI has done reliability checks on observer/evaluators and has provided additional ("booster") training. Great strides have been made in evaluator training. However, it should be noted that even joint observations and inter-rater reliability checks can be misleading. Unless there are training situations in which potential observers must

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[1] Percentage responses from the opinion surveys given at various points in this chapter may not add up to 100% due to rounding and non-respondents.

meet predetermined standards established by observers expert in the instrument and its applications, it is entirely possible for two neophyte observers to agree but both be wrong.

When teachers were asked on the opinion survey whether:

> My OEs have received sufficient training,

65% agreed and only 10% disagreed. When teachers were asked on the opinion survey whether:

> My principal is an effective observer,

and whether:

> My principal is an effective evaluator,

they were overwhelming positive—77% and 73% agreed, respectively. In spite of these positive survey responses, teachers did express concern during interviews about the reliability of evaluations among schools and across pilot sites. Even a superintendent was concerned about an obvious inequity among schools in his system. The differences between the readers' and the principals' summative scores that were discovered during the personnel records examination reinforced some of this concern and indicated a need for continuing emphasis on the training of evaluators.

RECOMMENDATION: ***a)*** *that the SDPI continue to develop and provide training to observer/evaluators and principals for the TPAS;* ***b)*** *that OEs and principals be required to demonstrate a level of competence in observation ratings before serving as an observer for the CDP; and* ***c)*** *that the SDPI use more direct training with less reliance on turn-key methods of training.*

Several issues are apparent when considering the assignment and utilization of observer/evaluators. These issues focus on: 1) whether OEs' positions should be rotated; 2) whether OEs should work systemwide or only in assigned schools or only at specific grade levels/subject areas; and 3) whether OEs should serve in several roles, such as providing staff development training and peer coaching, in addition to their prime role as observer/evaluators.

The basic philosophy for having peer teachers as observer/evaluators is that they understand a teacher's classroom better than an administrator. Their recent experience in the classroom, and the fact they have chosen the classroom as their work environment, allows them to relate more directly to the skills and working conditions of other teachers.

Several interesting observations were made about the rotation of observer/evaluators in the CDP. As was revealed by the site comparisons in Chapter 3, the rotation of evaluators varies across pilot sites. While some of the smaller pilot sites have not chosen to rotate their one or two OEs (e.g., Perquimans, Alexander, and Greene), the same practice of non-rotation exists in the largest pilot site, Buncombe County. Other large pilot systems (e.g., New Hanover and Burke) have utilized the rotation of evaluators.

During the site interviews, varying opinions were expressed concerning the rotation of evaluators. A small system such as Perquimans has only one evaluator and, in that situation, rotation becomes difficult because using an OE in his/her own school can be awkward for both the O/E and teacher. Most pilot sites do not use OEs in schools where they have recently served on the teaching staff. When a system has only one OE, there is no other choice. Therefore, Perquimans County hired an OE from outside its system and wishes to continue using this OE on a permanent basis. Edenton-Chowan, which is entitled to 1.6 OEs, also feels that rotation is not necessarily in the system's best interests. Buncombe expressed an opinion that it is not in its best interest to rotate OEs because of the resources and time invested in their training.

Another issue is whether OEs should be assigned to specific schools and specific teachers over a designated (or fixed) period of time. Some feel that such assignments allow an OE to develop a strong, professional, supporting relationship with teachers; others feel that this practice diminishes the objectivity of the evaluation process.

One interesting discovery during site visits was that several OEs mentioned concern about their professional futures. While some return to the classroom and some have been promoted within their school systems, there are situations where OEs feel that they have not been treated fairly when wishing to return to their classrooms. In one situation, an OE was offered a teaching assignment which was unacceptable and not considered "equal" to the position that had been relinquished to become an OE.

Another concern was the need for assistance with the transition back to the classroom. Not much thought has been given to how OEs can comfortably and smoothly return to their previous classroom positions and still utilize the many skills they have gained as OEs. Further, it is clear that former colleagues often view those who have chosen to become OEs as "different" in some way. OEs sense that they to some degree lost the personal and psychological support systems formerly available to them in their schools. They and their colleagues need help in reestablishing such systems.

RECOMMENDATION: *a) that OEs rotate, where possible, on a three-year, alternate schedule with a guarantee of return to the same teaching assignment held prior to the OE position. (If an OE and school system wish to extend the period beyond three years, then, due to the fact that a replacement interim teacher would be obtaining tenure at this time, no guarantee would be made to that OE for returning to a previous teaching assignment.); b) that consideration be given to developing a support program to assist OEs during their transition period of returning to the classroom; and c) that activities be structured to utilize the skills and talents of former OEs--such as conducting staff development, mentoring, participating in the training of other OEs, and/or assisting institutions of higher education in explaining the CDP to perspective teachers.*

The assignment of OEs to schools and grade levels varies among pilot sites as does the assignment of OEs to various roles. Some pilot sites attempt to use OEs at all district schools, some at all schools within specific grade levels, and others at specific schools. The same variance is found in the types of roles carried out by OEs. All of the pilot sites use OEs for staff development training. Some sites use them in a coaching role to assist teachers, while others assign different duties to OEs.

Another concern is whether the current ratio of 1:96 is appropriate for OEs to do an effective job in carrying out their duties. The Brandt report recommended a decrease in the ratio to 1:48, but many superintendents, program coordinators, OEs, and principals interviewed do not feel that such drastic reduction is necessary. If Career Status III teachers assume the coaching role, the current ratio needs only slight adjustment.

RECOMMENDATION: ***a)*** *that OEs be matched as closely as possible to their respective grade level and subject area experience;* ***b)*** *that OEs not observe the same faculty members for more than two years in succession;* ***c)*** *that OEs continue to serve in the dual roles of OE and staff development trainer;* ***d)*** *that Career Status III teachers, once identified, be responsible for serving in the coaching role, thus separating the observation/evaluation process from direct coaching and assistance; and* ***e)*** *that the ratio of evaluators to teachers be lowered from 1:96 to 1:85.*

The TPAS Instrumentation

Are the criteria for evaluation appropriate and adequate?

The Brandt report focused on the functions and criteria for the TPAI. For the most part, this study supports the Brandt findings and its suggestions for modification to the TPAI. When teachers were asked on the opinion survey whether they thought the TPAI's eight functions were appropriate criteria for evaluation, only one function was revealed as an area of concern—function 8. While 75% agreed (and 15% disagreed) that functions 1 through 5 are appropriate criteria and 59% agreed (and 23% disagreed) that functions 6 and 7 are appropriate criteria, only 46% agreed (and 33% disagreed) that function 8 is an appropriate criterion for evaluation. Principals' and assistant principals' opinions were even more positive but followed the same trend line. Among these administrators, 94% agreed that functions 1 through 5 are appropriate criteria, 75% agreed that functions 6 and 7 are appropriate criteria, and 74% agreed that function 8 is an appropriate criterion for evaluation.

During the site interviews, questions were directed toward functions 6, 7, and 8 to identify the specific areas of concern among teachers and principals and assistant principals. What was discovered was that no one really disagreed with the criteria, but that concern focused on how performance on these functions is measured. In the beginning of the pilot process, the principal was totally responsible for rating these three functions, and it was found that their methods of data collection and of assigning scores were inconsistent across pilot sites.

As the pilot process has evolved, so has the documentation for functions 6, 7, and 8. Many pilot sites have begun to involve OEs in examining lesson plans, in discussing with the teacher the planning process and methods for diagnosing and monitoring student achievement, and in observing fair and equitable treatment of students in the classroom. Some sites now include these areas on the OEs' FODAs. Some pilot sites also have developed techniques for consistent data collection for functions 6, 7, and 8 although these techniques and methods of documentation vary greatly among the sites. The SDPI has provided booster training to assist the pilot sites in systematic data collection and in systematic decision making concerning summative scores for these functions.

Doubts also were expressed during the interview about the importance of some of the non-instructional areas in functions 6, 7, and 8. Concerns included whether these areas can be measured accurately by the principal, and whether they should be of equal importance to the instructional functions (1 through 5). It appears that Function 6, Facilitating Instruction, is of vital concern to the teaching and learning process. Research supports the need for teachers to plan for instruction and to diagnose and monitor student performance. Whether the maintenance of accurate records to document student performance *is equal* in importance to teachers' actual use of student performance data is questionable. It seems logical to emphasize the diagnosis and utilization of performance information rather than the related paperwork.

Function 7, Communicating Within the Educational Environment, is important to students and the total school environment. Function 8, Performing Non-Instructional Duties, appears to be different in nature. Practice 8.3 (i.e., teacher follows a plan for professional development and demonstrates evidence of growth) is of major importance within the educational environment, while the other two practices focus on carrying out non-instructional duties and adhering to established laws, policies, rules, and regulations. These latter two practices are important to the total functioning of the school, but they are not an integral part of the teaching and learning process. Further, they appear to be minimal requirements of all professional staff. If employees are not carrying out basic job requirements such as keeping records, carrying out assigned duties, and adhering to policies and regulations, they should be non-renewed or dismissed from their positions. These particular practices do not indicate excellence in teaching, but are indicators of minimal job compliance.

Reader review of teacher evaluation records produced few insights into the ability of OEs to observe and rate functions 6, 7, and 8 because the records contained very little data generated by OEs. While principals' ratings for these functions existed, the FODIs and FODAs contained very little documentation for those ratings. Interviews with OEs, coordinators, and principals produced evidence that OEs historically have been instructed not to pay attention to these functions and related practices. However, OEs expressed the view that parts of functions 6 and 7 can be observed and that OEs can assist in rating these functions, if appropriate methods and instruments of data collection are utilized. Among practices reported to be directly observable during lesson implementation were 6.4, 6.5, 7.1 and 7.2 (interaction with students). Special training in recognizing pertinent teacher and learner behaviors, however, is needed for all observers. OEs also felt that additional instrumentation for analyzing lesson plans and student evaluation records would make it possible for any evaluator to contribute data to ratings for 6.1, 6.2, and 6.3. Teacher demonstration of professional development (8.3) also could be assessed more validly by a range of people if appropriate instruments and procedures for analysis are developed.

RECOMMENDATION: *a) that the SDPI convene a task force of representative personnel from the pilot sites to examine and encourage the use of OEs in observing or collecting information related to planning and teacher interaction and affect for functions 6 and 7; b) that the task force develop a recommended format for collecting information for functions 6, 7, and 8; and c) that the SDPI continue training in these function areas to improve evaluator consistency.*

RECOMMENDATION: a) *that Function 8 be restructured to include practices 6.3, 8.1, and 8.2; b) that the description of 6.3 be expanded to include overall record keeping (i.e., teacher maintains accurate records); c) that Function 8 continue to be entitled Performing Non-Instructional Duties and that it be rated on a three point scale (e.g., 1-unsatisfactory; 2-satisfactory; 3-outstanding); d) that a rating of "2" on Function 8 be mandatory for achieving Career Status I and for maintaining Career Status II; and e) that Function 8 not be included in determining a teacher's degree of excellence, but rather be a basic requirement for applying for Career Status I and II.*

Are instruments used for data collection (portfolio, FODI), analysis (FODA), and evaluative decisions (summative ratings) appropriate and adequate?

The TPAS evaluation records from pilot sites examined in this study revealed several interesting adaptations by pilot units. First, some pilot sites have adjusted the format of the FODI and FODA, but this does not appear to hamper data collection, analysis, and summative ratings. Local school systems should probably adjust the instrument to their particular situation. One pilot site, however, does not use a FODI and that appears to be a serious weakness when others such as the teacher, appeals panel, or an outside evaluator attempt to document, or justify, an evaluation decision. Other sites do not consider the FODI an official part of the evaluation record and do not maintain FODIs, particularly those done by principals, in teachers' personnel records. This practice also is a questionable one.

When teachers were asked whether:

> The Formative Observation Data Instrument (FODI) for classroom observation provides an accurate record of my teaching performance,

49% agreed, 19% neither agreed nor disagreed, 30% disagreed. When principals and assistant principals were asked whether the FODI provides an accurate record of teaching performance, an overwhelming 80% agreed. When teachers were asked whether:

> The Formative Observation Data Analysis (FODA) provides an accurate analysis of classroom performance,

a majority (52%) agreed and 24% disagreed. Principals and assistant principals, asked a similar question, overwhelming agreed, 85%. The responses of teachers and principals/assistant principals show the same trend—support for the FODI and stronger support for the FODA, i.e., a written analysis of the teaching lesson. This acceptance indicates that observers can analyze and translate what they have observed into an understandable narrative.

When teachers were asked whether:

> I agree with the results of my year-end evaluation done by my principal,

a strong majority agreed, 66%, and 18% disagreed. When principals were asked whether:

> Teachers agree with the results of their year-end evaluation,

a strong majority agreed, 67%.

The CDP requires that teachers applying for Career Status II submit a portfolio to their principal as part of the evaluation process. This portfolio must contain the employee's attendance records, indicators of professional growth, any unique assignments or leadership roles, valid certification, acceptable ratings on recent evaluations, additional duties and responsibilities and the time they required, and the employee's years of experience. During the site interviews a consensus among both teachers and administrators was that the portfolio, in its current format, does not contribute much to the program but it is largely a *pro forma* activity that must be done. A majority of principals reported that they seldom use these materials in any systematic way.

When teachers were asked whether:

> The six-point rating scale is appropriate for my principal to use in *determining* my Career Status,

a majority of 56% agreed, while 23% disagreed. When principals and assistant principals were asked whether:

> I think the six-point rating scale is appropriate for my use in determining teachers' Career Status,

over two-thirds (69%) agreed, while only 20% disagreed. Much discussion has centered on the six-point rating scale and whether it should be changed. Certainly, the scale is a little unusual in its rating points used to interpret a teacher's performance. Most people are more familiar with a 5-point scale with equally spaced intervals. The six-point scale has been in use for several years now, however, and most educators seem to think it is appropriate. Therefore, any change in the scale at this time could cause more confusion than it is worth.

RECOMMENDATION: *a) that the portfolio, as currently used, be discontinued; b) that teachers be required to submit in place of the portfolio only information pertaining to their professional growth and leadership activities for analysis; and c) that the SDPI task force develop instruments and procedures which can be systematically used in all sites to document and analyze teacher performance in the practices currently associated with functions 6, 7, and 8.*

TPAS Evaluation Results

Are evaluation results consistent across pilot sites?

Opinion Survey. When the opinion survey asked certain respondent groups whether:

> The evaluation process is fair and objective,

47% of the teachers agreed, 20% neither agreed nor disagreed, and 32% disagreed. Central office personnel and special groups of educators were more positive: 60% agreed, 16% neither agreed nor disagreed, and 21% disagreed. Superintendents were overwhelmingly positive—93% agreed that TPAS is fair and objective. And, even though teachers were not as positive as other response groups, 47% agreed and 32% disagreed that the evaluation system was fair and objective.

TPAI Scores. When independent, trained readers read the FODIs and FODAs and assigned summative scores, there was significant difference between the scores assigned by the readers and principals. The readers' scores were consistently lower than the principals' scores.

When evaluation records from individual pilot units were examined, moreover, differences were found among them by function areas and by year of implementation. For example, two smaller school systems (each with ten randomly selected teacher records) were compared over a three-year period for summative scores assigned for function 1. One system did not have scores that were significantly different from those of the readers. In the other system, however, readers' scores were consistently and significantly lower than those of principals for all years. The ratings differences could be caused by a) differences in the training of the readers and the principals, b) the principals' use of additional valid information not accessible to RSI, or c) the principals' tendency to rate high (a phenomenon which has occurred in many other evaluation programs across the country).

When differences occur between two systems of similar sample size, however, other factors explaining the difference can be dismissed. The differences indicate that an inconsistency exists among principals across the two systems. This finding is further reinforced by the results of the SDPI's study *(December, 1988)* which revealed that the modal scores for the TPAI functions in these two systems were different. The school system whose scores agreed with the readers had lower modal scores than the school system where the principals' scores were higher than the readers' scores. This latter system had modal scores of at least one to two points higher in all functions.

Attainment Rates. Another area of concern involving consistency is the attainment rates of teachers and administrators for Career Status I and II. It is clear from the information reported earlier in the site comparison that these attainment rates, overall, are high in most of the pilot sites and vary among pilot sites from year-to-year. Over a three-year implementation period, the percentage of evaluated teachers who attained Career Status I ranged from 66% to 100%; for administrators, the percentage ranged from 90% to 100%. For the two-year implementation period, the percentage of evaluated teachers who attained Career Status II ranged from 43% to 100%; for administrators, the range was 73% to 100%. Several factors may affect the attainment rates. First, the actual number of persons who elect to participate in the program has an influence. In Alexander County, relatively few personnel have participated, hence, one would assume that the success rate is higher because the candidates have been self-selected. Second, trends exist in the data which reveal that systems that had high success rates during the first year, tended to have lower success rates the succeeding year and vice versa. It appears that, in such situations, a leveling occurred in the second year to bring rates closer to the statewide norm. Third, in some pilot units this leveling phenomena did not occur and attainment rates remained high over succeeding years.

The report by SDPI *(December, 1988)* revealed that mean scores for each TPAI function have increased since the beginning of the program. It appears that the higher ratings given in one large pilot site have had considerable influence on this increase in mean scores. But, even when the large pilot system is withdrawn from the analysis, an increase in mean scores for all eight functions persists across the three-year period. This finding can be partially attributed to improvement in teacher performance—as was shown by the RSI readers' analyses of the TPAI scores over the three-year period—and by the PDP analysis which revealed that substantial numbers of teachers had improved their performance.

When the opinion survey asked several respondent groups whether:

> The standards for determining Career Status II (minimum of seven "4s" and one "5" on the eight functions) are stringent enough,

the majority in all groups agreed: teachers, 75%; principals and assistant principals, 63%; central office and special groups of educators, 59%; and superintendents, 53%. Different opinions were obtained during the site interviews. During the site interviews, selected members of each respondent group were asked if the number of persons in their pilot site attaining CS II was appropriate. In all but one pilot site, respondents stated that they thought many people who had attained status II did not meet high enough standards and that those standards should be increased. The one pilot site that differed thought they were "close" in awarding CS II, but may have a "few" instances where exceptions exist. This is the pilot site that has the most consistent ratings between the principals' mean scores and the mean scores of RSI's readers. The awarding of CS II may have more to do with interpretation of the rating scale, as shown by the review of personnel records, than with the number of "4s" and "5s" required for awarding of the status.

Two concerns about evaluation results exist. The first is that it appears that teachers performing similarly are given different TPAI ratings in the different pilot sites. There is a need to increase consistency across school systems in the awarding of TPAI function scores for summative evaluation. The second is that CS II attainment rates are high. There appears to be a general consensus among the pilot units, which is supported from the analysis of personnel records in this study, that the standards and/or interpretation of the standards for Career Status II need to be more stringent.

FODI/FODA Consistency. As reported in the results of the review of personnel records, all types of observers (i.e., OEs, principals, assistant principals, and others) show consistency between the observation scripting of the FODI and the analysis statements of the FODA. A group mean of 3.7 out of possible 4.0 resulted from the application of the scale defined as:

1 - no consistency between FODI and FODA
2 - little consistency between FODI and FODA
3 - some consistency between FODI and FODA
4 - much consistency between FODI and FODA

Although consistency exists for all observer groups, review of the data reveals differences among the groups in their levels of consistency on the first five TPAI functions. The analysis revealed that the OEs and "others" (usually CDP coordinators) were more consistent in their FODI and FODA translations than principals and assistant principals.

For functions 2 through 5, a comparison of the OEs to the other observer types revealed that the OEs were significantly more consistent than principals and assistant principals in the FODI and FODA translations. No differences were found between OEs and "other" observers. Significant differences also were found between "others" and assistant principals for functions 4 and 5, with "others" being more consistent that assistant principals.

The findings can be explained in part by the fact that doing observations and writing FODIs and FODAs is the full-time job of OEs. Principals and assistant principals have to add this task to an already full-time job. Principals and assistant principals have less time to focus on the writing of FODIs and FODAs than do OEs. Considering the importance placed on evaluation results in the CDP, it is imperative that principals be as consistent as OEs in their FODI and FODA translations.

RECOMMENDATION: ***a)*** *that increased training, with emphasis on accurate summative ratings, be provided to OEs, assistant principals, and principals at each pilot site;* ***b)*** *that the SDPI develop a program to require competency for all persons who will conduct observations using the TPAI;* ***c)*** *that periodic checks be made after initial competency is demonstrated to assure continuing accuracy in the use of the TPAI; and* ***d)*** *that principals conduct joint observations across pilot sites—matching systems that appear to have the greatest deviation from the RSI readers' ratings of TPAI summative scores with those who appear to have the least deviation from the RSI readers' ratings of summative scores—to assist in increasing inter-rater reliability and consistency across pilot units.*

2. APPRAISAL SYSTEM FOR PRINCIPALS AND ASSISTANT PRINCIPALS

How effective are the evaluation systems for principals and assistant principals?

At this time, the effectiveness of the evaluation systems being used for principals and assistant principals cannot be assessed. This is due to three factors: First, a new instrument for evaluating principals is being introduced and most pilot programs have only limited experience, if any, with its use. Second, training in the use of the new evaluation instrument has just been instituted, and evaluators from all pilot sites have not participated in the training. And, third, the evaluation systems used thus far across the pilot sites vary greatly in their quality and in their documentation of performance.

When principals and assistant principals were asked on the opinion survey whether:

> The criteria used for my performance appraisal are appropriate,

77% agreed, while 9% disagreed. When superintendents were asked whether:

> The criteria used with the principal performance appraisal instrument are appropriate for evaluating principals,

their support was not as strong--only 53% of the superintendents agreed and 47% disagreed. When asked about criteria for assistant principals' evaluation, superintendents' responses were similar, 60% in agreement and 40% in disagreement.

Principals and assistant principals surveyed overwhelmingly agreed with the results of their year-end evaluation (80%). They also felt that the evaluation process is fair and objective (80%). While the majority of superintendents reported that they also thought the process was fair and objective, the support was not quite as strong—60% agreed and 27% disagreed.

When superintendents were interviewed concerning the evaluation of principals and assistant principals, reactions were varied but supported data from the opinion survey. Many superintendents expressed the concern that administrator evaluation "has a long way to go," while others, particularly those who had evaluation systems in place before CDP, found that they were able to refine and strengthen their evaluation processes through the CDP. Many superintendents expressed a need to evaluate principals based, in part, on school-level performance data, such as that being generated in the state accreditation process. New Hanover County has developed an extensive list of indicators that presents a profile for each school. This profile is used to determine areas of strength and areas of weakness in each school. This information is then used by the superintendent to set goals and objectives cooperatively with the principals. The progress on attainment of the goals and objectives is later used as part of the evaluation of principals. Edenton-Chowan also is beginning this type of data collection and school profile development. Other superintendents also are interested in using the data base from the new accreditation process as one indicator of a principal's performance in effecting overall school progress.

One recurrent theme that was expressed during interviews by superintendents, principals, and assistant principals is the difficulty in conducting a true performance evaluation when the person responsible for the evaluation is not daily observing the administrator's activities and performance at the school. Several systems are using multiple evaluators to observe principals and their schools and to contribute to the final evaluative decision. Even this approach, however, seems to leave a void in determining degrees of excellence at the administrative level of each school.

Site comparison information reveals that the attainment rate for most administrators is higher than CS II attainment rate for teachers. This difference may be due, in part, to the fact that a person promoted to an administrative position has already demonstrated a high degree of competence. A general feeling exists among teachers, however, that it is much "easier" for administrators to attain upper-level status than it is for teachers. If this is so, it may be attributable to the fact that teacher evaluation is more refined, and that the person responsible for the evaluative decision works in the same building and has regular contact with each teacher. If evaluators of administrators had the same amount of contact with their subjects, the attainment rate for administrators might be comparable to that of teachers.

Several comments can be made concerning the records of personnel evaluations that were reviewed during the study. First, principal and assistant principal records were not submitted by all pilot sites. Second, when the RSI reader attempted to use the same process as used for teachers in rating the evaluation decisions contained in the administrator records, the information was, in most instances, insufficient to do so. A wide variety of formats existed for the Principal Performance Appraisal Instrument and for the Formative Observation Data Analysis. Many contained brief, positive comments and overlap was seen in the documentation for the functions. An example of this overlap was a case in which a handbook served as evidence of performance in three different areas evaluated. Of major concern was the fact that no administrator record examined contained a rating of less than "at standard" in any performance area. Professional Development Plans were frequently not available and many of them addressed an area in which the highest performance score had been obtained rather than an area of poorer performance.

While these findings from the record review may sound rather dismal, a few exciting possibilities for improvement may be reported. New Hanover County is developing the school profile mentioned previously; Alexander County has developed a comprehensive list of questions related to the PPAS functions to assist in administrator evaluation. Alexander County also plans to require fewer "written" responses to these questions this year, with principals providing "evidences" of their activities in each area of performance. Burlington City and Edenton-Chowan County have well-documented, team approaches to administrator evaluation. While much refinement in administrator evaluation is needed, several promising efforts are underway.

RECOMMENDATION: **a)** *that more standardization occur across the state in the formats (PPAI; FODAs PDP) used for administrator evaluation;* **b)** *that major functions and indicators be revised to minimize overlap of documentation;* **c)** *that local school systems be encouraged to provide accurate and complete records;* **d)** *that evaluators of administrators receive extensive training not only in observation/interview techniques, but also in practices for reporting findings; and* **e)** *that examination be made of the use of school profile data and the state accreditation process to incorporate more outcome-related data into the appraisal system for assessing administrator performance.*

3. APPRAISAL SYSTEMS FOR CENTRAL OFFICE STAFF AND SPECIAL GROUPS OF EDUCATORS

How effective are the appraisal systems for central office personnel and special groups of educators?

The appraisal systems used for central office personnel have many of the same problems that were found in the evaluation of principals and assistant principals. Although evaluation records were not examined for central office personnel, opinion survey data and interview data supported similar concerns.

When central office personnel and special groups of educators were asked whether:

> The criteria used to assess my performance for the CDP are appropriate,

76% agreed while 15 disagreed. When asked whether:

> I agree with the results of my year-end evaluation,

80% agreed. Moreover, 60% agreed that the CDP evaluation process is fair and objective. A comparison of the mean responses to these three consecutive questions for personnel included in these two respondent groups produced the following:

	1st.	2nd	3rd
Assist./Assoc. Sup't.	3.90	4.11	3.85
Coordinator	4.00	4.60	3.60
Counselor	3.72	4.06	3.33
Library Media Spec.	3.74	3.74	3.25
Observer/Evaluator	4.74	4.58	4.67
Psychologist	3.13	3.55	3.00
Social Worker	4.74	4.50	3.75
Speech/Hearing Spec.	3.72	4.13	3.37
Supervisor/Director	3.48	4.18	3.75
Other-Central Office	3.88	4.07	3.73
Other-Teacher	2.90	4.10	3.60

The only personnel group that does not reflect a positive response (5=strongly agree; 1=strongly disagree) about the evaluative criteria is "other-teacher." It appears that this group represents a central office position called teacher specialist, and these personnel do not feel the appraisal criteria matches their job requirements. As a special group, psychologists gave the least positive response to the three questions, while observer/evaluators gave the most positive.

During interviews, it became apparent that teachers feel that persons in these groups, particularly the central office positions, have an easier evaluation process. When central office personnel were interviewed, most were satisfied with their evaluation process. The central office appraisal system which appears to have the least acceptance is that for supervisor/director. In local school systems the functions for these positions vary. Many central office personnel reported that while the instrument fits part of their job responsibilities, it is not a perfect match to their individual job descriptions. When their evaluations are conducted, therefore, only part of the evaluative criteria is utilized.

Special groups of educators did not have major concerns about their evaluation processes. There was general consensus that the evaluation system for the media specialist is of high quality. Another system that received generally favorable reactions was that for guidance counselor. Concerns exist about the evaluation of guidance personnel, however, because of the confidential nature of much of their work which cannot be observed and about the resultant need for evaluators to rely heavily on self-documentation in the evaluation process.

A major concern within each of these personnel classes was doubt that their evaluation could be done by OEs, or even their school principals. If OEs are utilized, they may or may not have expertise in the particular area being evaluated. While most special group personnel did not object to principal evaluation, there was still doubt about their understanding of job responsibilities at a level sufficient to judge levels of performance.

Another area of concern uncovered during the site interviews was certain groups of professionals who do not qualify for the CDP. These include personnel paid with federal funds, personnel in unique positions such as the Job Partners' Training Program, and personnel employed in home/community relations. Those personnel who are certified but serving in areas which do not require certification, or which are federally funded, feel isolated from the CDP.

RECOMMENDATION: **a)** *that continuing examination be given to the evaluation systems used for central office personnel to verify that evaluation criteria match job descriptions and that comprehensive evaluations are carried out;* **b)** *that consideration be given to training a statewide pool of OEs with specialized fields of knowledge and experience to be used on evaluation teams for special groups of educators;* **c)** *that first consideration for this pool be given to trained OEs who may have experience in these specialty areas; and* **d)** *that the State examine positions currently not eligible for the CDP and, with input from local school systems, recommend ways of addressing the status and evaluation of personnel in these positions.*

4. THE APPEALS PROCESS

Is the appeals process consistent across pilot sites and fair and equitable to all parties?

The SDPI and pilot sites are to be commended for the State Steering Committee's development of state guidelines pertaining to the CDP's appeals process. These guidelines were adopted by the State Board of Education in May, 1987. Only two grounds exist for an appeal— procedural error and/or arbitrary and capricious behavior.

As discussed in Chapter 3, the number of appeals varies by pilot site, but the removal of two outlier pilot sites reveals a strong, direct relationship between the number of appeals and the size of the school system based on ADA.

Two questions on the opinion survey pertained to the appeals process. Each respondent group was asked whether:

> The appeals process used by our local panel is fair.
>
> The appeals process used by our local school board is fair.

The responses, shown as mean scores for all pilot sites, were as follows:

	Panel	*Board*
Teachers	3.16	3.15
Principals/ Assistant Principals	4.12	3.70
Central Office/Special Groups of Educators	3.56	3.42
School Board Members	4.18	4.31

Although all responses are on the positive side of the scale, administrators and board members are more positive about the processes than teachers. When teachers' responses are examined more closely as percentages at each point of the scale, they reveal that 28% agreed that the appeals process used by the local panel is fair, while 45% neither agreed nor disagreed, and 14% disagreed. When the same analysis is applied to whether teachers feel the appeals process used by the local school board is fair, a similar response pattern is revealed—27% agreed; 46% neither agreed nor disagreed, while 13% disagreed. Thus, while teachers scores are not as positive, it appears that the lower scores result from lack of contact with the appeals process and lack of information upon which to base an opinion, as nearly half of the teachers neither agree nor disagree. Administrators have more direct contact with the appeals process and, therefore, state an opinion. Lack of contact as a factor influencing perception was confirmed in the interviews when many teachers indicated that they could not comment on the appeals process because they knew little about it or about decisions rendered in their school district.

When the mean scores of teachers in Alexander County, which has had no appeals, are compared to those of New Hanover County, which has had the greatest number of appeals, differences in perceptions are found:

Appeals process used by local panel is fair.

Alexander	3.21
New Hanover	2.89

Appeals process used by local school board is fair.

Alexander	3.23
New Hanover	2.88

During the interviews, several concerns were voiced concerning the appeals process by those knowledgeable about it. First, it is an uncomfortable process for all concerned, but may be even more uncomfortable for the teacher who faces the principal and one or more OEs and, therefore, feels outnumbered. Second, peer teachers who serve on the panel often feel "put on the spot," as do some administrators who are asked to serve. These feelings are normal and natural considering the situation. Appeals are usually not pleasant processes in which to participate. Although a great amount of anxiety has existed concerning the appeals process, the opinion survey results and interviews reveal that it is not seen as a major problem by most respondents.

A concern voiced during the site visits, and confirmed somewhat from the site comparison information, is that the appeals process does vary from site to site. Some pilot sites have defined arbitrary and capricious evaluation decisions to mean those with at least a two-point variation from the norm in summative ratings; some pilot sites have allowed an advocate brought to the hearing for the teacher's advice and counsel to speak and participate in the hearing; some have not. As revealed in site comparisons, pilot sites differ in the time allowed to complete the nine steps in the appeal process and individual steps within that process. Various provisions have been added to the state process at the local level. Variance in days and additions to the appeals process do not seem to be problems. Changes in the guidelines and administrative interpretations that affect the nature of the appeals which can be heard or who can participate in the hearing create significant differences among the pilot sites.

Another concern voiced during interviews was the lack of training of school board members in understanding the Performance Appraisal Evaluation Systems and the appeals process itself. At the time of this study, steps were underway to rectify this situation. An extension of this concern was whether local boards of education should participate in the appeals process or whether it should be designated to a statewide panel such as is used in dismissal cases. The cost and complexity of using a statewide panel seems to make this option less desirable, but not one that should be totally dismissed at this time.

In addition to the state guidelines for the appeal process, pilot sites are preparing directions for the conduct of the hearing and are using forms to document and formalize certain steps of the appeal process.

RECOMMENDATION: *a) that the State Steering Committee and SDPI study the differences in the conduct of the appeals process across the pilot sites and recommend procedural changes where differences exist;* ***b)*** *that the current direction in training school board members in the appeals process with the support of the North Carolina School Boards Association continue and be strengthened through the use of simulations and case studies;* ***c)*** *that the state monitor local board appeal hearings to gather information about their effectiveness and the problems and solutions that are occurring at the local level;* ***d)*** *that all forms and directions for the conduct of appeal hearings be analyzed and that the SDPI include in the guidelines forms and procedures which have been developed and proven successful across the pilot sites; and* ***e)*** *that special training for individuals (educators and board members) who chair appeals hearings be developed and implemented.*

5. STAFF DEVELOPMENT

Are the several training programs that have been developed to improve the knowledge and skills of educators successful? These programs include Effective Teacher Training, Teacher Performance Appraisal Instrument, Professional Development Plan, Mentor, and Effective Principal Training.

There is no doubt that the Effective Teacher Training Program (ETT) has been successful. The opinion survey asked whether:

> ETT has provided educators in North Carolina with a common language about instruction,

and all respondent groups agreed (teachers,73%; central office and special groups, 82%; principals and assistant principals, 92%; and superintendents, 100%). When respondents were asked whether:

> ETT has helped to improve classroom instruction,

a majority in all groups agreed (teachers, 58%; central office and special groups, 67%; principals and assistant principals, 89%; superintendents, 100%; and school board members, 89%).

Information received during the site interviews supports the opinion survey. Comments from teachers included, "In all my years of teaching, this is the best training that I have had," and "Although I intuitively knew what was taught in ETT, it was a good refresher and reminder to me of what good teaching is all about." Principals and superintendents overwhelming reported that ETT did help to improve instruction.

One note of caution concerning ETT, however, was raised by this study. A question on the opinion survey asked whether:

> The CDP emphasizes an instructional process that makes classroom teaching too regimented and inflexible.

Forty-nine percent of the teachers agreed as compared with 35% of personnel in central offices and special groups, 17% of the principals and assistant principals, and 7% of the superintendents. During the site interviews, this question of rigidity was discussed with teachers and others. It appears that when ETT was initially presented, teachers perceived that the six-point lesson plan was required for every lesson. In fact, during the first year of evaluation, many OEs and administrators interpreted ETT too literally and that increased the concern about the six-point lesson plan's constraints on flexibility and creativity in teaching. Teachers often felt that not all six steps could be included in every lesson or that a different teaching style may be appropriate for certain lessons or concepts. Deans of colleges of education expressed a concern about a "lock-step" method of teaching being imposed by ETT and the CDP.

The six-point lesson plan was never meant to be mandated for every lesson, but this misunderstanding has caused teacher concern throughout the implementation process. Teachers who were interviewed during site visits feel that there has been some relaxing of the six-point lesson plan requirement and that other teaching styles can be used during the evaluation process. A second round of effective teacher training which focuses on alternative teaching styles and indirect methods may be needed.

The Teacher Performance Appraisal Instrument (TPAI) training program is offered to all evaluators—OEs, assistant principals, principals and central office personnel who observe teachers. Information from site interviews was positive concerning this training program. Responses indicated that it was the only way to really understand what observers were doing when they were in classrooms. Teachers who had taken TPAI training strongly recommended it for *all* teachers. Not only did it increase their knowledge of the observation process, but it also made them realize that the person doing the observation had a difficult and challenging task. It also reinforced the concept that the six-point lesson plan was not the only way to render excellent teaching.

RECOMMENDATION: **a)** ***that ETT be expanded with new training modules which reflect different methods and styles of teaching; and b) that TPAI training be offered to all teachers in local school systems.***

The Professional Development Plan (PDP) training is the least accepted training program in the CDP. During the site interviews, respondents consistently made negative responses about this training. Educators in the pilot sites seem to feel that this training was not consistent with other CDP training and was not of high quality.

While information received about PDP training was often negative, respondents were overwhelmingly positive about mentor training. Teachers and administrators felt this training was beneficial and should be received by anyone who is participating in the program as a mentor teacher.

Reactions to Effective Principal Training (EPT) were mixed across the pilot sites. Some principals and assistant principals found it helpful; others did not. Former participants in EPT felt that the mission and vision portions of the training program were good, but the rest of the training was often mundane. Many participants felt that EPT would be useful to a person seeking a position as a building-level administrator, or a new administrator, but that EPT was too rudimentary for experienced administrators.

RECOMMENDATION: **a)** *that the SDPI, with the assistance of personnel from pilot sites, redesign the PDP training program and make it more consistent with and applicable to the CDP;* **b)** *that the SDPI develop a task force to review and revise EPT into two training programs—one that addresses the needs of beginning administrators and one designed for administrators with three or more years of experience.*

Is assistance provided to teachers and administrators in improving performance?

One of the primary objectives of the CDP is the improvement of personnel performance. When teachers were asked whether:

> My PDP has helped to make me a more effective teacher,

44% agreed, 22% neither agreed nor disagreed, and 31% disagreed. This response is supportive of and explained by the results of this study's review of PDPs sampled in the personnel records activity. Examination of teachers' function scores before they began PDPs revealed many scores of "6" (the highest possible rating); therefore, no improvement in these scores would be seen in succeeding years. When teachers' function scores of "6" were removed and all other teachers' functions scores were examined to determine if improvement over time occurred, 48% of teachers did show improvement in their identified function score, while 42% showed no change and 10% had a decrease in that function score. When principals and assistant principals were asked whether:

> PDPs have helped teachers to become more effective teachers,

62% agreed, 23% neither agreed nor disagreed, and 14% disagreed.

When central office staff and special groups of educators were asked whether:

> My PDP has helped to make me more effective,

60% agreed, 19% neither agreed nor disagreed, and 20% disagreed. An examination of PDPs in administrators' evaluation records revealed that the PDP area is the most neglected part of their evaluation. Many records did not contain PDPs. PDPs were often developed around the function receiving the highest evaluative rating, and a strong correlation between the need identified during the evaluation process and the improvement activity was lacking.

Nearly half of the teachers believe that their PDPs have helped them improve, but they also feel that improvement potential exists in other areas of the CDP. When asked whether:

> Mentors and support teams in our school have helped new teachers improve their classroom instruction,

49% agreed, 29% neither agreed nor disagreed, and 14% disagreed. This agreement increased to 59% for central office staff and special groups of educators and to an overwhelming 82% for principals and assistant principals.

When teachers were asked a related question pertaining to support among peers at the building level:

> The CDP encourages me to discuss instruction and share information with colleagues,

43% agreed, 23% neither agreed nor disagreed, and 31% disagreed. Central office staff and special groups of educators show similar responses to the same question: 49% agreed, 24% neither agreed nor disagreed, and 24% disagreed. Principals and assistant principals reflected even stronger support with 58% in agreement, 23% neither in agreement nor disagreement, and 17% in disagreement.

During the site visits, a few teachers were concerned that teachers were not sharing materials because of the evaluation process. The majority, however, felt that discussion about instruction during professional conversations had increased. Most felt that teachers were sharing materials and that this was especially true between ICP teachers and mentors.

RECOMMENDATION: *a) that increased emphasis be placed on developing and monitoring the PDPs of all groups involved in the CDP; b) that PDPs focus on the lowest evaluative ratings received by the employee; and c) that a statewide task force of Career Status II educators develop a handbook to assist evaluators in recommending relevant growth activities that are correlated with the functions of each group's evaluation system.*

6. EXTRA-PAY, TEACHER TRAINING, AND CDP GOAL ATTAINMENT

Extra Duties and Pay

Is the extra-duty/extra-pay program effective?

The extra-duty/extra-pay program, approved by the legislature in August, 1987, is the newest part of the CDP. A great deal of discussion has centered on this component as CDP pilot units implemented the process during 1987-88.

The legislation *(G.S. 115C-363.4)* provides for two different types of programs. The first provides that extra duties "shall include duties requiring a leadership role in instruction areas and not routine duties" which are performed during the 10-month school year. The second program allows employment during the summer in teaching, curriculum development, and staff development. While the duties performed during the school year have various rates of reimbursement as decided by the local pilot unit, summer employment pay is based "at the same rate as the employee's base salary during the previous 10-month school year."

Considering that the period for planning implementation during 1987-88 was short, pilot units have done an excellent job in using the funds to good advantage. As the site comparison revealed, different activities were attempted during the school year by various pilot units. Rates of reimbursement for these activities, also varied by pilot site. Some systems, such as Greene and Harnett, were able to implement a program closely tied to building-level and system-level goals with job descriptions for the extra duties. Other systems, such as Edenton-Chowan, were able to focus solely on activities which seemed to be most closely related to instructional improvement. After one year's experience, pilot sites are working together to recommend improvements in the plan—such as job descriptions for statewide positions, equalization of amounts paid for similar duties across pilot sites—and sharing their success stories with one another for improvement purposes. In any new program, occasional differences of opinion occur among teachers over what duties should be considered for extra pay, but overall the program has been well accepted by teachers and administrators. As Harnett County states in its report to the Steering Committee Subcommittee:

> The extra-pay allocation with local flexibility is, in our opinion, one of the most promising aspects of the CDP. It has brought numerous educational benefits to students in Harnett County as well as increasing monetary benefits for teachers. It has enabled changes at the school level and given principals and teachers financial incentives to structure and implement innovative approaches for educational improvement. We strongly urge that the allocation remain flexible, as it empowers, by underwriting the costs, the local school to accomplish prioritized school goals. *(Fall, 1988)*

Two areas of controversy exist concerning the extra-duty/extra-pay program. The first is assistant principal participation in the program. Assistant principals' positions are officially classified as "teachers." During the site visits, assistant principals at several locations mentioned the need to have their status clarified as to whether they can, and should, participate in extra-duty/extra-pay activities. Several had submitted plans for participation only to have approval denied at the pilot unit level.

The second controversial point is that the law provides only for participation by Career Status III and Career Status II teachers. The opinion survey asked (since Career Status III teachers have not yet been identified) whether:

> Only Career Status II teachers should be able to have additional duties (e.g., department chairperson, curriculum development) for extra money.

Disagreement with this restriction was high: 60% of the teachers; 63% of the principals/assistant principals; 40% of the superintendents; and 39% of the school board members. The survey also asked whether:

> Only Career Status II teachers should be able to work additional time (e.g. summer months) for extra money.

Disagreement with this restriction was even stronger: 68% of the teachers; 63% of the principals/assistant principals; 53% of the superintendents; and 60% of the school board members.

These results reveal that a majority of teachers and principals feel that other teachers should be able to receive extra-duty pay, while more superintendents and school board members believe that only CS II teachers should be eligible. When additional employment time was considered, however, a majority of respondents in all groups felt that teachers other than CS II should be able to qualify for these positions.

Comparable responses to these questions were obtained during site interviews. Principals are concerned that teachers will not want to carry out certain important duties as part of their jobs if other teachers are paid for doing them, and they are not paid. Other administrators feel that extra-pay is something to aspire to and should be seen as an incentive to attain Career Status II. This position often was based on the rationale that as the CDP continues to be implemented, there will be increasing numbers of CS II and CS III teachers qualified for the extra-pay duties, and this temporary lag in persons available to perform the needed duties will disappear. Teachers overwhelmingly expressed the view that all teachers, and particularly CS I teachers, should qualify for extra-duty/extra-pay if enough CS II teachers were not available for those duties. Some felt they should qualify regardless of whether enough CS II teachers opted for extra-pay assignments.

RECOMMENDATION: *a) that the SDPI and State Steering Committee examine the extra-pay / extra-duties available to assistant principals and establish guidelines for appropriate activities for their participation in the program; b) that extra-duty / extra-pay continue to be available to only CS II employees, unless a unique situation occurs in a school system for which it is imperative that a CS I teacher be assigned a duty requiring remuneration. (In such cases, the pay supplement should be prorated based on the salary-step ratio used for CS I and CSII awards.); and c) that the SDPI institute a plan to standardize the types of duties to be performed and the amount of remuneration given for these duties.*

Teacher Training

What effect has the program had on teacher training institutes?

The effects of the CDP on teacher training programs can be divided into two parts: 1) effects on the number of students enrolled and degrees awarded and 2) effects on the content and processes of teacher training. Since North Carolina's educational reform initiatives have been relatively comprehensive and multifaceted, the effects reported here may not be wholly attributable to the CDP. On the other hand, the CDP has received a great deal of attention, and it has been the focus of discussion, and some controversy, statewide. Therefore, it would be equally wrong or naive to assume that the program has had no effect on teacher preparation at colleges.

There appears to be some positive effect of the reform efforts on enrollment and graduation statistics in the seven institutions sampled. In 1984, undergraduate enrollments in education in these institutions averaged 480 students. In 1988, the average enrollment was 592 students, a 23% increase. The same comparative years also show an increased average enrollment in graduate programs leading to initial certification of 23% (306 to 377 students). In all, an average of 183 more students are seeking teaching credentials in each of these seven institutions now than in 1984.

The average number of baccalaureate graduates in 1988 in these institutions was essentially the same as they were in 1984 (185 to 186). The length of time required to obtain an undergraduate degree, however, precluded these figures from changing much in the five-year period studied. Graduates from graduate programs leading to certification, programs which generally require much less than four years to complete, have risen by 28 percent (an average of 155 in 1984 compared to 199 students in 1988.) There are signs that North Carolina's emphasis on the improvement of teaching, learning, and incentives for teachers is beginning to attract more people to the teaching profession.

The evaluation team also sought to determine the effect of the state's initiatives on the content and processes of teacher education. Pertinent data collected came from interviews with deans and directors of teacher education and, therefore, reflects primarily their knowledge of what is happening in the state and in their own programs.

The results of the interviews were somewhat disappointing. Four of the eight respondents had direct contact or experience with the CDP, but knowledge of the program among the eight ranged from limited to moderate. Generally, the deans did not understand the extra-duty/extra-pay component of the program, and they lacked information related to evaluation of educator groups other than teachers. Most had little contact with observer/evaluators and little information about how the component works in practice. All respondents were familiar with the Effective Teacher Training (ETT). Two institutions actually require their students to receive extensive ETT training, and the remaining six reported that students are exposed to these teaching practices in various courses.

The deans interviewed, overall, neither strongly agreed nor strongly disagreed that the program goals are being accomplished. Their combined responses on the five-point scale used were in slight agreement (above 3.0) for nine of the ten questions and slight disagreement (below 3.0) on the question about community support of the CDP's school improvement effort.

Several questions and recommendations result from the data obtained from the higher education institutions. First, deans and directors of teacher education programs (and by inference their faculties) do not appear to be well-informed about the several components and procedures of the CDP, although this varies greatly from institution to institution. Has the SDPI made concerted efforts to inform this important facet of the educational community? Have teacher preparation institutions taken initiative to become well-informed about the program and the implications for their training programs?

RECOMMENDATION: *that, if the CDP program is continued, efforts must be made by both the state agency and the higher education institutions to better inform and garner the support of the higher education community.*

While teaching practices and evaluation procedures encompassed in the Teacher Performance Appraisal System and related, state-developed, staff development programs for teachers and administrators have been incorporated into a few teacher preparation programs, this effort is sporadic at best. Regardless of legislative decisions about the CDP, the evaluation system and staff development programs (with appropriate modifications) are here to stay. Teacher education institutions must move to align their programs with what is happening in the schools and to provide the research which will improve *and* extend the evaluation and staff development programs.

RECOMMENDATION: ***a) that the TPAS with whatever modifications occur over time, should become the primary instrument used by higher education programs to evaluate and improve the performance of student teachers and interns; b) that ETT and other staff development programs determined by teachers and administrators to be useful in improving teaching and learning should be incorporated wherever possible into teacher preparation programs.***

It is not clear to what extent the state's reform efforts are being explained to potential teachers and/or used by higher education institutions as tools for recruiting new students into the teaching profession. While it cannot be said that this is not being done by any college, the lack of understanding of some aspects of the CDP in many institutions suggests that such an effort is not consistent.

RECOMMENDATION: ***that, if the CDP program is continued, an effort be made by higher education institutions and the SDPI to develop materials and strategies for using the CDP, as well as other reform efforts, to achieve the commonly held goal of recruiting bright, capable persons into teaching.***

Goal Attainment

Is the CDP improving teaching and learning in North Carolina?

Is the CDP improving the conditions of teaching in North Carolina?

The information studied during this evaluation project indicates that the CDP is improving teaching and learning in North Carolina. Existing evidence, however, is too inconclusive to be able to state that the CDP is improving the conditions of teaching in North Carolina.

The opinion survey asked ten questions pertaining to the goals of the CDP to all respondent groups. The wording of these questions varied slightly for some groups such as school board members. The basic questions and the opinions expressed were as follows:[2]

1. The CDP has resulted in increased effectiveness of teachers in my school.

	Agree	*Neither Agree nor Disagree*	*Disagree*
Teachers	47%	24%	26%
Principals/Assistant Principals	85%	10%	4%

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[2] *Percentages given here do not always add up to 100% due to rounding and non-respondents.*

Central Office/ Special Groups	62%	18%	17%
School Board	78%	14%	8%
Superintendents	100%	0%	0%

2. The CDP provides incentives for good teachers to remain in the classroom.

Teachers	41%	19%	38%
Prin./A.P.	56%	26%	17%
C.O/Special Grps.	54%	18%	26%
School Board	72%	15%	11%
Superintendents	93%	7%	0%

3. People in our community believe that the CDP is helping to improve the schools.

Teachers	22%	47%	22%
Prin./A.P.	50%	40%	8%
C.O./ Special Grps.	30%	47%	15%
School Board	49%	40%	10%
Superintendent	93%	7%	0%

4. The CDP will help to attract more people into teaching.

Teachers	23%	26%	48%
Prin./A.P.	51%	30%	17%
C. O./Special Grps.	41%	26%	31%
School Board	67%	21%	11%
Superintendents	100%	0%	0%

5. The CDP will help to improve the quality of teaching in our school system.

Teachers	46%	22%	30%
Prin./A.P.	86%	8%	6%
C. O./Special Grps.	62%	18%	19%
School Board	81%	11%	7%
Superintendents	100%	0%	0%

6. The CDP will improve the quality of school level and district level administration in our school system.

Teachers	35%	28%	32%
Prin./A.P.	74%	16%	10%
C.O./Special Grps.	48%	25%	24%
School Board	67%	24%	7%
Superintendents	93%	7%	0%

7. The CDP has encouraged teachers to improve their teaching techniques.

Teachers	60%	16%	22%
Prin./A.P.	89%	8%	3%
C. O./Special Grps.	73%	13%	12%
School Board	85%	10%	4%
Superintendent	93%	7%	0%

8. The CDP has had a positive effect on students.

Teachers	32%	30%	35%
Prin./A.P.	70%	20%	9%
C. O./ Special Grps.	43%	31%	23%
School Board	50%	33%	11%
Superintendent	93%	7%	0%

9. The CDP is identifying and rewarding highly competent teachers for performance at Career Status II.

Teachers	45%	20%	31%
Prin./A.P.	79%	14%	7%
C. O./Special Grps.	55%	19%	23%
School Board	74%	15%	7%
Superintendents	100%	0%	0%

10. The CDP has increased my satisfaction with my career.

Teachers	34%	19%	43%
Prin./A.P.	59%	23%	18%
C O./Special Grps.	46%	19%	34%
School Board	n/a	n/a	n/a
Superintendents	93%	0%	7%

The opinion survey that yielded the foregoing results was done during May, 1988. Similar questions were asked during the site interviews conducted during September and October, 1988. Responses to these interview questions were scored on a three-point scale. Interviewees were asked whether the CDP goals were being attained, and the responses given were as follows:

	Positive	*Neutral*	*Negative*
Increased effectiveness of educators	95%	5%	0%
Incentive to remain in profession	66%	26%	8%
Overall school improvement	88%	10%	2%
Attract people to the profession	46%	45%	9%
Positive effect on students	80%	16%	4%
Identify and reward outstanding educators	83%	12%	5%
Community support for the program	48%	44%	8%
Increased satisfaction with career	64%	26%	10%

Responses from those interviewed about the program goals were more positive than responses from those surveyed; however, interviewees comprised a more limited sample which was not as representative of all program participants. Interviewees, moreover, were more representative of persons involved in

CDP administration, which may have caused their views to be more positive. Another factor that may have affected responses was that the survey was administered in the spring of 1988 and the interviews were conducted in the fall of 1988. The teachers who were interviewed may have been more positive because the monetary awards from the first year of implementation of the extra-duty/extra-pay component had been received by the fall. In addition, fall is generally a more positive time to survey teacher attitudes than is the spring, especially right before dismissal of school for the summer.

The results of the opinion survey and interviews support the premise that teaching and learning are improving as a result of the CDP. First, a majority of teachers reported that CDP has resulted in increased effectiveness of teachers, while other respondent groups were even more positive. For instance, all superintendents agreed that the CDP has increased the effectiveness of teachers in their schools. Ninety-five percent (95%) of those interviewed agreed that this goal was being achieved. Second, when asked on the opinion survey if the CDP has encouraged teachers to improve their teaching techniques, 60% of the teachers agreed, while only 22% disagreed. Across other respondent groups the percent of agreement ranged from 73% to 93%.

Third, when asked on the opinion survey if the CDP will help to improve the quality of teaching in our school system, 46% of the teachers agreed, while 30% disagreed. Other respondent groups agreed by percentages ranging from 62% to 100%. Fourth, when asked on the opinion survey if the CDP has had a positive effect on students, 32% of the teachers agreed, while 35% disagreed, but 70% of the principals/assistant principals agreed, while only 9% disagreed. Among those interviewed, 80% felt that the program had had a positive effect on students.

Those directly involved in the CD pilot programs perceive that teaching and learning are improving. Other study activities also support this premise. When deans of colleges of education were asked similar questions, their responses, as reflected by mean scores, were slightly positive. The analysis of personnel records revealed that teacher performance, as rated by objective readers, has improved over the pilot period. This same improvement is shown in the performance scores given by principals. The analysis of PDP records also revealed that improvement in the performance of teachers in the area targeted had occurred during this time.

Another important consideration regarding improved teaching and learning is a recent study by the SPDI That study's report revealed that:

> When student achievement in the CDP pilot units is examined the general tendency is towards improvement. Fewer CDP units scored below the national median for third grade in 1988 than did in 1986. The same was true for 6th and 8th grade achievement. In the group of match units, we did see a decline in units scoring below the median in grade 3, but we saw no improvement on this parameter in grades 6 or 8 *(November, 1988, p. 43).*

This study was the first attempt to look at achievement gains in relation to the CDP. This first examination is encouraging because not only did the CDP units improve, but when compared to a match group of school systems in the state, "Students in the CDPs, taken as a group, have benefited from more widespread good teaching than did students in the match sample" *(p. 45)*. This type of analysis needs to continue. From the vantage point of this study, all available information suggests that improved teaching and learning is occurring in the pilot sites.

The effect of the CDP on improving the conditions of teaching in North Carolina is unclear. The opinion survey asked whether:

> The CDP provides incentives for good teachers to remain in the classroom.

Only 41% of teachers agreed with this statement, while 38% disagreed. The responses were more positive across other groups, ranging from an agreement rate of 54% to 93%. In addition, 66% of the interviewees agreed. There seems to be more support than nonsupport for the CDP's aid to teacher retention. Interviewees, however, frequently mentioned the need for additional incentives to remain in the classroom—higher starting pay, planning time, and more input into decision making at the school level.

The opinion survey asked whether:

> The CDP will help to attract more people into teaching,

and 22% of the teachers agreed with this statement, while more than twice as many (48%) disagreed. Support from other respondent groups ranged from 30% to 93%. During interviews, 46% of the respondents felt this statement to be true, which was the the lowest positive response by interviewees to any goal statement. Teachers who were interviewed felt that higher beginning salaries and greater respect for the profession will be needed before more people will enter teaching as a career. Information obtained during the study from the higher education institutions, however, shows a trend toward increased undergraduate enrollment—a good sign for North Carolina!

When the opinion survey asked whether:

> The CDP increased my satisfaction with my career,

34% of the teachers agreed, while 43% disagreed. Other respondent groups were again more positive with the range of support being from 46% to 93%. When this question was asked during the interviews, 66% agreed that the CDP was increasing career satisfaction.

The district progress information reported earlier shows that, at this time, there is not a significant difference between match sites and CDP sites on many general measures of "effective" schools. Dropout rates, attendance, employee retention, and several other variables show no greater improvement in the pilot sites than in match sites. The study staff raised questions about the quality of the data on several variables that are currently reported to the state, including the possible contamination of these data. When an erratic pattern was seen in suspension data for one pilot site and the school system was contacted, it reported that the data on the state file was incorrect and not what had been submitted by the school system. Several other erratic patterns were seen in the data, but time did not allow for follow-up checks on these data. Many local school systems did not keep accurate records on the number of applications received for positions over the five-year period. Other data sets, such as school expulsion and administrator dismissal and nonrenewal, were too limited to analyze. Therefore, while the CDP appears to be improving teaching and learning, a similar statement cannot yet be made about overall improvement in many other variables related to effective schooling. The information is inconclusive or unavailable.

RECOMMENDATION: *that, if the program is expanded, a systematic data collection design be developed and implemented in order to track the attainment of the program goals across the state.*

7. SDPI PROGRAM IMPLEMENTATION

During pilot site interviews, superintendents and CDP coordinators were asked to respond to the following question:

> The SDPI is charged with overseeing and providing technical assistance for the CDP. In what ways has the SDPI been beneficial to your school system? Are there areas for improvement or areas where you need additional assistance?

In all pilot units, comments about the Department of Personnel Relations, which directs the CDP, were overwhelmingly favorable. Comments such as, "nothing but top-notch," "provided good, open lines of communication," "responsive and very willing to help," were the norm. Several pilot sites mentioned that the current SDPI Personnel Relations staff is not large enough to provide the technical assistance that is needed nor to do all that is required by the program. Suggestions for improvement included: more staffing, the codifying and printing of policies and decisions related to the CDP, more decision-making authority granted to the State Steering Committee, the development of additional training programs, and refinements to the existing evaluation systems.

While response has been favorable to the Department of Personnel Relations, the same support did not exist for the regional centers nor the controller's office. Many felt that the regional centers were not able to provide useful assistance and that problems related to finance were not handled efficiently or appropriately by the controller's office.

If the CDP is expanded in North Carolina, much work needs to be done. Existing programs to train evaluators and the development of new training programs need to have high priority. ETT needs to be expanded; PDP and EPT need to be revised and made more relevant; a competence program for observers/evaluators should be developed and implemented; the SDPI needs to be ready to handle a myriad of technical questions from school systems. The TPAS needs to be revised as recommended by the Brandt report and this report, and it also needs to be expanded to include criteria and instrumentation to identify Career Status III teachers. In addition, much work needs to be done to improve the evaluation systems for administrators, central office personnel, and special groups of educators.

RECOMMENDATION: *a) that, if the program is expanded, a study be done to ascertain the priorities and needs of the CDP; and b) that the results of the study be used to expand the staff of the SDPI to accomplish the tasks needed to successfully implement the CDP.*

8. FUTURE DIRECTIONS FOR THE CDP

The results of this study indicate that teaching and learning are improving in North Carolina as a result of the CDP. How much more the program is accomplishing in tangential areas remains to be seen. A Career Development Program is an expensive undertaking in any state. The vital question is: Are the results worth the effort and cost? In North Carolina, it appears that the program, even though it remains controversial, is accomplishing most of what it set out to do.

Several important questions remain to be answered. At this time, Career Status III is not a reality, and the pilot units are struggling with the definition of "What is a CS III teacher?" Funding is an overriding issue which must be dealt with by the legislature. If the program is continued, how should it be expanded?

Career Status III

During the site interviews, a question was asked about CS III. It was:

> At this time, CS III criteria have not been defined. Please share your ideas on how this determination should be made.

Many various opinions about the definition of a CS III teacher exist. Many feel that the TPAI, as it currently is utilized, has reached its limits for discriminating different levels of performance among teachers. This study concurs, but adds that the Brandt study's recommendations for CS III should be investigated. Much of what a good teacher does cannot be quantified, but can be seen (and sometimes "felt") in a classroom. It is time for the TPAS to be expanded to include not only more accurate measurement of some of the indicators found in functions 6, 7, and 8 (planning, evaluation of student performance, facilitating instruction, and professional growth and leadership), but also include consensus professional judgment regarding the nonquantifiable aspects of teaching—motivation, enthusiasm, and affect with students. If the TPAS is to be used to identify CS III, it must be expanded. Consideration should be given to interviews with teachers, consecutive classroom observations, and assessment of content knowledge by observer/evaluators with expertise in specific subject areas.

When principals were asked during site interviews, "How many CS III teachers do you have in your school?," they responded quickly with a small number (from two to four in most cases). This supports the premise that CS III teachers do exist and that discrimination by principals and others is possible. It is imperative that the standards for CS III be high—that it be the rare and talented person who achieves this status. This study supports adding CS III to the ladder. It also suggests that two methods be provided for teachers to attain this status.

The first method for attaining CS III should be by outstanding classroom teaching as measured by an expanded

TPAS. If outstanding classroom teachers is truly valued and the public and profession feel that students deserve the very best every day when they come to school, then not to reward teachers who perform best in this way is to overlook one of the most vital parts of the program—the direct benefit to the students of North Carolina. Persons aspiring to and gaining CS III by this method would remain in their classrooms most of the time.

The second method for attaining CS III should be by outstanding classroom performance and demonstrated professional leadership ability. This allows the teacher who has skill working with students, as well as with peer teachers, to assume a leadership role in the school and/or district. How this leadership role should be defined will vary from school to school. With North Carolina's Lead Teacher project currently underway, this study visualizes a perfect blending of the that program with the CDP. A CS III teacher can be: a) an outstanding teacher; or b) an outstanding teacher with leadership ability who becomes a "Lead Teacher," as defined by local school units. It seems fair to make a distinction between the two roles and to award a proportional additional salary increase to a CS III Lead Teacher who assumes leadership responsibilities in addition to classroom responsibilities.

Program Expansion

The results of the study show that the CDP is working and is achieving important goals related to improved teaching and learning. The opinion survey reveals support for program expansion. When asked on the survey whether:

> The CDP should be eliminated in North Carolina,

all respondent groups disagreed--51% of the teachers, 68% of the central office staff and special groups of educators, 81% of the principals/assistant principals, 90% of the superintendents, and 85% of the school board members. When asked on the opinion survey whether:

> The CDP should be retained but improved in North Carolina,

all respondent groups agreed--60% of the teachers, 73% of the central office staff and special groups of educators, 81% of the principals/assistant principals, 86% of the superintendents, and 85% of the school board members.

When asked on the opinion survey whether:

> The CDP should be expanded in North Carolina,

a majority of all groups agreed—53% of the teachers, 64% of the central office staff and special groups of educators, 80% of the principals, 100% of the superintendents, and 80% of the school board members. Another important question asked about the concept of paying teachers more for better performance. When asked whether:

> Teachers (or educators) should receive different amounts of pay based on experience and increasing levels of performance,

strong agreement was expressed by all respondent groups—teachers (80%), central office staff and special groups of educators (88%), principals/assistant principals (95%), superintendents (93%), and school board members (92%).

A majority of the school personnel in the pilot sites support expansion of the program and an overwhelming majority supports the concept of increased pay based on experience and performance. This study, however, recommends numerous areas for improvement in the program and identifies differences that have occurred in pilot site implementation which need attention.

The evaluation team attributes part of the success of the program to the legislature's willingness to pilot the program over a four-year period. This approach has allowed time for needed changes to occur and for alteration of the system as dictated by experience. The study staff believes that this same conservative approach should be used in further expansion of the program. If expansion occurs for everyone at the same time, several pitfalls are possible. First, participating in the CDP is a matter of readiness—school systems have to want to do it—and have to be prepared to deal with the program administratively and professionally. Second, the SDPI, with its current staff, must be able to assist and monitor the program as needed in each new school system. In addition, the SDPI has several new challenges, as addressed in this report, to accomplish at the same time.

Third, the first years of implementation are crucial to the success of the program at the local district level. It is the responsibility of the state to provide opportunities for successful implementation to all school systems. Expanding the program too rapidly will ensure that some districts which are not ready to adopt it will be forced to do so, that the SDPI which has many tasks to accomplish may not have the time or trained personnel to do so, and that implementation, which must go smoothly for all, will become chaotic. A cautious approach toward program expansion will allow everyone more potential for success.

RECOMMENDATION: **a)** *that the SDPI begin work immediately on enhancing the TPAS to accommodate evaluation for CS III teachers;* ***b)*** *that current pilot units use, on a field-test basis, the expanded TPAS to identify CS IIIA teachers (outstanding teaching) and identify criteria for CS IIIB teachers (outstanding teaching and leadership);* ***c)*** *that during the field-test period extra-duty / extra-pay funds be used to reimburse identified CS IIIA and CS IIIB teachers, using a ratio based on performance and and additional duties;* ***d)*** *that 1989-90 be a year for developing a plan for program expansion;* ***e)*** *that criteria be established for determining school system readiness for admission to the CDP.;* (Examples of criteria include:

- leadership support from the superintendent and school board
- support of the professional staff by a majority vote
- evidence of strong background and proficiency in evaluation
- demonstrated competency of OEs/ principals in using the TPAI
- formal application
- approval of a screening committee composed of SDPI, pilot units, higher education, and legislative staff representatives)

f) that current pilot units demonstrate, by a majority vote of the teachers and administrators, their willingness and commitment to continue to participate in the CDP; and g) that current pilot sites develop a plan to serve as assistance teams to new CDP units to share their experience, knowledge, and support.

Evaluation of North Carolina's School Career Development Pilot Program

Chapter 5: Summary and Conclusions

from

A Report of an Outside Evaluation

prepared for the

Joint Legislative Commission on Government Operations

Raleigh, North Carolina

Research and Service Institute, Inc.
Brentwood, Tennessee

December 31, 1988

Chapter 5

Summary and Conclusions

Research and Service Institute, Inc., conducted an eight-month outside evaluation study of the North Carolina Career Development Program. Six major research activities were completed during the course of the study that encompassed 15 school systems. The major findings and recommendations derived from this work are condensed in this chapter.

Major Findings

Pilot Site Comparisons. A basic study activity that compared the 15 pilot sites provided information on major aspects of program implementation and operation. This activity revealed that while many similarities exist across pilot sites, differences in the implementation and operation of the program occur at the local school system level. The most desirable practices identified through this comparison analysis were incorporated in many of the recommendations offered in Chapter 4.

Opinion Surveys. Opinion surveys of all personnel eligible for the CDP in the 15 pilot sites provided group perceptions of the program by five different respondent groups—teachers, principals and assistant principals, central office personnel and special groups of educators, superintendents, and school board members. Overall scores from the pilot sites ranged from slightly positive to positive opinions about the CDP. Statewide, teachers are less positive than the other respondent groups, followed by central office personnel and special groups of educators. Principals and assistant principals, school board members, and superintendents, in that order, reported increasingly positive opinions about the program.

Personnel Evaluation Records. A third activity consisted of the systematic examination of more than 300 evaluation records for teachers, principals, and assistant principals over a three-year period. The examination of personnel records revealed that teacher performance has improved during the pilot period. First, 44% of the teachers studied had improved in their identified function score on their Professional Development Plan over the two-year period from 1986 to 1988. Second, independent readers' ratings of the evaluation records showed that teacher performance had improved since the first year of the CDP. Lastly, the teacher ratings assigned by school principals also revealed that teacher performance had improved over the pilot period.

This record analysis also revealed that the summative ratings assigned by trained readers are significantly different from those assigned by principals. This disagreement in ratings varies among the pilot sites. The first five functions of the TPAI had been rated in three separate years and, thus, provided a total of 15 function scores to compare for each pilot site. The range of disagreement across the pilot sites was from one significant difference to 15 significant differences in the function ratings of the readers and principals.

The study planned to examine the evaluation records of principals and assistant principals in the same manner as teacher records. This analysis, however, was precluded because of insufficient information in many records and variations in the forms and processes used for the evaluation of principals and assistant principals.

District Progress Assessment. In a fourth study activity, several indicators related to effective schooling were compared between the 15 pilot sites and 15 "matched" sites (i.e., selected other school systems) that were not in the CDP. This activity was to determine if any differences were occurring in the tangential areas of school improvement in the pilot sites. The information analyzed revealed no significant differences between pilot sites and match sites for any of the factors examined. Although evidence exists that the CDP is improving teaching and learning, evidence is inconclusive on whether the CDP is affecting student dropout rates, student attendance, retention of teachers, or several other areas that were examined.

Pilot Site Interviews. More than 300 local school personnel, representing various positions at each pilot site, were interviewed to determine their perceptions and ideas about the CDP. This process clarified several issues. One was that the TPAI is not now seen as inflexible by most persons; the six-point lesson plan had been too strictly enforced during the first year, and this caused teachers to feel that it hampered their creativity. Another finding was that a majority of interviewees felt that Career Status I teachers should qualify for extra-duty/extra-pay assignments. Thirdly, most interviewees support the CDP and its continued improvement. Lastly, most interviewees are confident that teachers' performance has improved during the pilot program.

Teacher Training Programs. The sixth activity was designed to obtain the perceptions of selected deans of colleges of education about the CDP and to determine if enrollment in teacher education had increased over the course of the CDP. Perceptions of the program are mildly positive, but variations exist in how Effective Teacher Training and the CDP are utilized in teacher training programs. Enrollment data from seven institutions reflected an increase in those entering the profession (23% for undergraduate and MAT/MST programs), but no increase in students obtaining baccalaureate degrees. Persons who completed graduate degrees leading to initial certification increased by 28 percent during the five-year period. Several other programs in North Carolina, such as the Teaching Fellows Program, could be influencing this positive enrollment trend as well as the CDP.

From the combined analysis of the information yielded by the six evaluation activities, it is apparent that teaching and learning are improving in the CDP pilot sites. Evidence to support this conclusion came from perceptions on the opinion surveys, site interviews, SDPI reports on student achievement gains, and improved teacher performance identified in evaluation records. Although teaching and learning are improving, no evidence was found to support a conclusion that other aspects of effective schooling are improving in the pilot sites more so than in other school districts. Numerous variables examined failed to confirm that potential result of the CDP at this point in its existence.

Major Recommendations

Summarized here are the major recommendations presented in Chapter 4.

1. Out-of-state teachers with prior, appropriate, and successful years of experience, or experienced personnel moving from system to system or from one position to another position within the school system, should be allowed to apply for Career Status I or II and, upon completion of evaluation and demonstrated competence, should be awarded appropriate career status. The CDP should be separated from local tenure decisions.

2. Consensus decision-making by observer/evaluators and principals should be required to determine summative ratings for teacher evaluations. A training program should be provided to assist OEs and principals with the consensus process.

3. A minimum of three observations should be required every other year for maintaining Career Status II and, in alternate years, special emphasis should be placed on the Professional Development Plan of Career Status II teachers.

4. Observer/evaluators should rotate, where possible, on a three-year, alternate schedule with a guarantee of returning to the same teaching assignment held prior to the OE position.

5. Function 8 of the Teacher Performance Appraisal Instrument (TPAI) should be restructured to include practices 6.3, 8.1, and 8.2 and should be rated on a three-point scale. Instruments and procedures to document and measure performance in current functions 6, 7, and 8 should be developed and tested.

6. The SDPI should develop a program to require competency of all persons who conduct classroom observations for teacher evaluations, and periodic checks should be made after their initial demonstration of competency to verify continuing accuracy in using the TPAI.

7. The formats used for administrator evaluation (PPAI, APPAI, FODAs, and PDPs) should be standardized across the state. Evaluators of administrators should receive extensive training in observation and interview techniques and in reporting evaluation findings. School profile data and accreditation process data should be examined for ways to incorporate more outcome-based data into the appraisal system for assessing administrator performance.

8. Consideration should be given to training a statewide pool of OEs who have knowledge and experience in specialized fields so that those OEs may be used on evaluation teams for educators in specialists' positions.

9. The State Steering Committee and State Department of Public Instruction

should study the differences in the conduct of the appeals process across the pilot sites and recommend procedural changes where differences exist; and the training of board members in the appraisal systems and appeals process should be continued and strengthened.

10. Increased emphasis should be placed on developing and monitoring the Professional Development Plans of all employee groups involved in the CDP. Each employee's PDP should focus on the lowest evaluative ratings received by that employee. A statewide task force of Career Status II educators should develop a handbook that will assist evaluators in recommending PDP growth activities that are correlated with the functions of each group's evaluation system.

11. Extra-duty/extra-pay assignments should continue to be available to only CS II employees, unless a unique situation occurs in a school system for which it is imperative that a CS I teacher be assigned a duty requiring remuneration. In such cases, the pay supplement should be prorated based on the salary-step ratio used for CS I and CS II awards.

12. The Teacher Performance Appraisal Instrument (TPAI) should become the primary instrument used by higher education programs to evaluate and improve the performance of student teachers and interns.

13. If the Career Development Program is expanded, a study should be done to ascertain the priorities and needs of the CDP, and the study's results should be used to expand the staff of the SDPI to accomplish the tasks needed to successfully implement CDP expansion.

14. Pilot units should use the expanded TPAS, on a field test basis, to identify CS IIIA teachers (outstanding teaching) and identify criteria for CS IIIB teachers (outstanding teaching and leadership). During the field-test period, extra-duty/extra-pay funds should be used to reimburse identified CS IIIA and CS IIIB teachers based on performance and additional duties.

15. School year 1989-90 should be a year for developing a plan for program expansion. Criteria should be established for determining the readiness of school systems to participate in the expanded CDP.

One general conclusion reached by the study team is that the future success of the CDP hinges on a well-planned and well-implemented effort for program expansion. Expanding the program too rapidly will doubtlessly lead to several pitfalls, among which are: 1) some school districts that are not ready to adopt the CDP will be forced to do so; 2) the SDPI will be unable to respond to the myriad of school district requests for information, support, and technical assistance along with demands to effect many of this study's recommendations; and 3) program implementation across districts will be chaotic. Expansion of the CDP should occur in a well-planned manner, and local school systems should be prepared to carry out the evaluation process in a thorough and reliable manner. This preparation will take time and training.

The Career Development Program works in North Carolina. The four-year, pilot-testing phase has demonstrated that the program can be implemented in variety of school systems. The legislature deserves credit for its wisdom in conducting a comprehensive pilot test before considering statewide implementation. Teaching and learning are improving. The CDP has focused attention on effective instruction and staff development. Some of the major goals identified for the program have been accomplished. Other goals remain challenges to be met through persistence. The CDP should be continued and should be expanded, carefully and cautiously.

Appendix A - Site Comparisons

Information Request Letter 132

CAROL B. FURTWENGLER, PH. D.

• RECRUIT • RETAIN • REWARD

April 28, 1988

Dear

Research and Service Institute is excited about being chosen as the outside evaluator for the Career Development Program in North Carolina. It is a challenging and important task. Because of my background, I can appreciate all the effort the coordinators have given to the program.

Our evaluation process includes six activities. They are:

1. Analyzing the program implementation and operation at each pilot site.
2. Examining a sample of evaluation records from each pilot site.
3. Conducting a research project related to data relevant to the program goals. This activity will include the pilot sites and 15 matched research sites.
4. Interviewing key participants at each pilot site.
5. Administering opinion surveys at each pilot site.
6. Interviewing deans of colleges of education.

The study begins this month and continues through December 31.

At this time we need your help with activities 1, 2 and 5. At a later date we will be contacting you for information for activities 3 and 4. We plan to schedule the site interviews during August and September.

For Activity 1, we need the following information sent to us by **May 16:**

1. A copy of your Career Development Plan Evaluation Design information.
2. A list of members of local steering committee, description of the selection process for steering committee members, steering committee meeting schedules, and a list of the pertinent decisions made by steering committee.
3. Copies of materials used to communicate information to teachers and administrators. Include orientation manuals, newsletters, meeting notices, memoranda, etc.
4. A list of extended time duties and opportunities and the amounts of money paid for such activities.
5. Key features that may distinguish your district's program from those in other pilot sites.

RESEARCH & SERVICE INSTITUTE, INC.
TWO MARYLAND FARMS, SUITE 233
BRENTWOOD, TN 37027
615-377-3217

6. Any other information you think might be of value to someone reviewing the program at your pilot site.

Activity 2 includes a review of evaluation records from 300 randomly selected principals and teachers. Schools have been selected according to grade spans. The number of teachers and principals has been selected based on system size. The actual selection of individual records will be done using a table of random numbers. An attachment outlines the procedures to be followed for your school system. The time lines for this activity are crucial. It is important that we receive copies of your selected evaluation records by **May 25.**

For Activity 5, questionnaire administration, we need the number of teachers, principals and assistant principals, central office personnel, special positions and school board members in your district. An attached form is provided for returning this information by **May 6.** We plan to have the questionnaires sent to you for administration during the latter part of May.

Thank you for your assistance with this important endeavor. I look forward to working with you and visiting with you during the project.

Sincerely,

Carol B. Furtwengler

CF:cs

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CAROL B. FURTWENGLER, PH. D.

• RECRUIT • RETAIN • REWARD

April 19, 1988

Dear

It was good to talk with you yesterday. I appreciate your willingness to pilot test the four questionnaires for us. It is an important part of the development process, and we want to administer the "real" questionnaire before school is out.

We would like a sample of a minimum of 100 teachers, preferably from an elementary and high school. (We have sent 25 extra questionnaires in case you need them). There should be a mix of race, rural vs. urban, and sex (as much as possible). We have sent five questionnaires for principals and assistant principals. Three of these should be principals and two assistant principals. Again, a mix of schools--urban vs. rural, minority representation, and sex is important. There are two school board member questionnaires, and they should be distributed by race and sex, if possible. And, there is only one superintendent questionnaire--that one is easy!

I have explained on a separate sheet the administration process. The important part is to have them go through and complete the questionnaires, collect the response cards, and then ask them to answer the questions.

Any expediency you can provide will be appreciated. Our time lines are tight, and we are anxious to revise this for reprinting. Thanks for all your help--and for the help of those volunteering to assist us.

Sincerely,

Carol B. Furtwengler

RESEARCH & SERVICE INSTITUTE, INC.
TWO MARYLAND FARMS, SUITE 233
BRENTWOOD, TN 37027
615-377-3217

Research and Service Institute, Inc.
Pilot Test of Career Development Questionnaires

Directions:

Our school system has been selected to pilot test four questionnaires which will be used in the outside evaluation of the Career Development Program. The outside evaluator, Research and Service Institute of Nashville, Tennessee, appreciates your assistance in this important part of the project.

Part I

Everyone should have a copy of the ________ Questionnaire and a computer response card. Please follow along with me as we review the directions: Read the first two paragraphs.

(On the teacher questionnaire, the questions are designed for regular classroom teachers, including special education, vocational education and resource teachers. Special groups of educators such as librarians, counselors, and psychologists are not included. These groups will be included as part of the on-site interviews to take place this fall and will have input into the evaluation process at that time. Principals and assistant principals and the superintendent respond to their questionnaires. Other central office positions are not included at this time but will be part of the on-site interview process this fall).

Have the respondents complete the questionnaires. Collect the response cards.

Part II

An important part of the piloting process is to determine which questions are not clear or are not relevant. Also, there may be important questions that are not asked which you would like to see included. Please review your questionnaire and write any comments you would like to contribute in the margins. When completed, please turn in the questionnaires. It is important that they not be retained at this time. Changes will occur in the questionnaires before the actual administration in May or June. You will be able to complete another questionnaire at that time. Thank you for your assistance.

Please be sure to collect all the cards and all the questionnaires. Return them as soon as possible to:

Dr. Carol B. Furtwengler
Research and Service Institute, Inc.
2 Maryland Farms, Suite 233
Brentwood, Tennessee 37027

North Carolina Career Development Program
Questionnaire Administration

Research and Service Institute, Inc.
May, 1988

General Information

Five questionnaires are to be administered for the outside evaluation of the Career Development Program. They are:

- Superintendents' Questionnaire (ivory)
- School Board Members' Questionnaire (gray)
- Teachers' Questionnaire (blue)
- Principals'/Assistant Principals' Questionnaire (tan)
- Central Office Personnel/Special Populations' Questionnaire (green)

Response Cards

The School Board Members' Questionnaire and the Central Office Personnel and Special Populations' Questionnaire use the *red, 50 item response card.* The Superintendents' Questionnaire, Teachers' Questionnaire, and Principals'/Assistant Principals' Questionnaire use the *blue, 100 item response card.* Response cards are included in the envelopes for each group, except teachers. Teachers' cards are included in bulk form with the teachers' questionnaire. Additional response cards are included, if needed.

Participants

All individuals qualified for the Career Development Program in all groups are to receive the questionnaire and have the opportunity to respond. This includes initial status teachers and persons qualified for the career development program, but not participating in it. Also, this includes positions whether they are funded by the local school system, state government, or federal government. Hopefully, the response rate will be 100%!

Career Development Coordinators and OEs who observe teachers should complete the teachers' questionnaire and for "course" indicate their position. *OEs* who observe principals/assistant principals should complete the principals'/assistant principals' questionnaire and for "course" indicate their position.

Administration - Confidentiality

It is important that all individuals have the opportunity to respond in a confidential manner. For teachers, this could be a building-level faculty meeting. For central office personnel or administrators, this could be an administrative staff meeting.

Before beginning administration, ask for a volunteer (a teacher or administrator) to collect the response cards and questionnaires and to place them in a sealed envelope. Write the school name and/or school system on the envelope. Special populations' questionnaires (e.g., guidance counselors, psychologists, speech/language) can be administered at the same time as the teachers' and placed in the same envelope. Itinerant teachers should complete the questionnaire for their "base" or "home" school. The directions for completing "Name, Course, and Date" vary slightly for each group and should be read separately.

Anytime the questionnaire is administered to an identified individual (superintendent, principal, assistant principal or central office position where only one person has the title) ask them to return the response card in a sealed envelope. (This envelope should be large enough so that the response card is not folded.) If administered during staff meetings, these cards can be combined in the same envelope. These should not be opened for editing but returned to Research and Service Institute (RSI) in the original, sealed envelope. If someone prefers to mail the questionnaire directly to Research and Service Institute rather than sending his/her response with the school system information, this is acceptable.

General Directions

It is a good idea to have extra #2 pencils available during questionnaire administration.

Before beginning the administration of the questionnaire, be sure that everyone has a questionnaire and response card. Identify a volunteer to collect the response cards and to place them in a sealed envelope.

Directions for completing "Name, Course, and Date" vary for each group. If administering to mixed groups, be sure to *indicate the group whose directions you are reading.*

Emphasize in the directions the statement, ***If you do not know the answer or if the question is not applicable, please leave the answer blank.***

If someone objects to completing race and sex information, tell them he/she can leave that section blank. This is used for research purposes only and is optional information.

Individual questionnaire administration directions are provided in the envelopes with each of the five, different questionnaires.

Return of Response Cards

The response cards for any *identified* individual (only one person has that title or position) should be left in the sealed envelopes and returned to RSI. For teachers and other groups, check the response cards before returning to RSI, if possible. Be sure they are filled out in #2 pencil. If someone has used a pen, go over the marks with a #2 pencil. If the items are not completely filled in (a check mark, "x" or faint), darken each response completely.

Questionnaires do not need to be returned to RSI. If someone has made comments on copies which might be useful to the evaluation process, please return these. Please return unused response cards.

Put all cards in a *sturdy box or pack securely in an envelope.* Mail as soon as possible to RSI at the following address:

Dr. Carol B. Furtwengler
Research and Service Institute, Inc.
2 Maryland Farms, Suite 233
Brentwood, Tennessee 37027

North Carolina Career Development Program
Research and Service Institute, Inc.

Administration of Teachers' Questionnaire

Participants

The Teachers' Questionnaire should be completed by all classroom teachers, including special education and vocational education teachers. It should also be completed by the Career Development Coordinator and OEs for the Teacher Evaluation System.

Special Populations personnel such as librarians (media coordinators), guidance counselors, psychologists, physical therapists, speech/language specialists, social workers, and occupational therapists should complete the *Central Office Personnel/Special Populations' Questionnaire.*

Directions

The best method for administration is at a building-level faculty meeting. The Coordinator (or his/her designees) should be present to assure appropriate administration of the questionnaire. Once the group is assembled, ask for a teacher volunteer to collect the response cards and to put them in a sealed envelope. This will guarantee confidentiality of responses. The questionnaires do not have to be returned. However, if someone wishes to comment on items, he/she may do so and return the questionnaire with the response card.

Read the following information that is in italics.

This survey is being administered to determine teachers' perceptions about the implementation and operation of the Career Development Pilot Program at 15 pilot sites in North Carolina. The evaluation of the program is being conducted for the Joint Legislative Commission on Governmental Operations. All information is requested anonymously and is to be used to determine future program direction. Therefore, it is important that every teacher take time to complete this questionnaire and to contribute his/her vital opinions about the program.

Please use the accompanying response card to record your answers to the questions. Mark boxes carefully with a #2 (soft) pencil. Do not fold, staple, or clip the card. Do not write on the card except in the spaces provided. Please return the card to (identify volunteer) who will put the response cards in an envelope and seal it.

On the top of the card:

- *For "Name" write in the name of your school and school system.*
  (Pause while they fill in this section.)
- *For "Course" write in your grade level and subject area assignment.*
  (If you teach several subject areas, list the area that you spend the greatest amount of time. If you teach in a non-departmentalized elementary school, fill in grade level only.)

If more than one subject area is listed, the first one will be used in the data analysis.
(Pause)

- *For "Date" write in classroom teacher or type of special assignment.*
  (Pause)

- *Leave the Identification Field blank.*

- *For the Answers Section complete as follows:*

(Give respondents time to complete questions 1 to 5.

If a respondent objects to giving sex and race information, he/she may leave the item blank. This information is being collected for research purposes only.)

Mark only one response to each of the following questions using this scale.

A - Strongly Agree
B - Agree
C - Neither Agree nor Disagree
D - Disagree
E - Strongly Disagree

If you do not know the answer or if the question doesn't apply to your position, please leave the answer blank. ***(Emphasize - Repeat).***

Once the questionnaire administration is completed, say:

Thank you for your time. Results of the questionnaire will be submitted in a report to the legislature on December 31, 1988.

North Carolina Career Development Program
Research and Service Institute, Inc.

Administration of
Principal/Assistant Principals' Questionnaire

Participants

The Principal/Assistant Principals' Questionnaire should be completed by all principals and assistant principals. OEs for the Principal/Assistant Principal Evaluation System should also complete this questionnaire. Other administrators should complete the Central Office Personnel Questionnaire.

Directions

The best method for administration is at a system-level administrators' meeting. The Coordinator (or his/her designees) should be present to assure appropriate administration of the questionnaire. Once the group is assembled, ask for a principal volunteer to collect the response cards and to put them in a sealed envelope. This will guarantee confidentiality of responses. The questionnaires do not have to be returned. However, if someone wishes to comment on items, he/she may do so and return the questionnaire with the response card.

If it is not possible to administer the questionnaire at a principals' meeting, it can be administered at the individual school level. Again, it is important to allow for confidentiality of responses. Provide the principal(s) and assistant principal(s) with a large envelope in which they can seal their responses before returning them to the questionnaire administrator.

Read the following information that is in italics.

This survey is being administered to determine teachers' perceptions about the implementation and operation of the Career Development Pilot Program at 15 pilot sites in North Carolina. The evaluation of the program is being conducted for the Joint Legislative Commission on Governmental Operations. Therefore, it is important that every teacher take time to complete this questionnaire and to contribute his/her vital opinions about the program.

Please use the accompanying response card to record your answers to the questions. Mark boxes carefully with a #2 (soft) pencil. Do not fold, staple, or clip the card. Do not write on the card except in the spaces provided. Please return the card to (identify volunteer) who will put the response cards in an envelope and seal it.

On the top of the card:

- *For "Name" write in the name of your school and school system.*
  (Pause while they fill in this section.)

- *For "Course" write in principal or assistant principal.*
  (Pause).

- *For "Date" write in the grades covered in your administrative assignment.*
  (Pause)

- *Leave the Identification Field blank.*

- *For the Answers Section complete as follows:*

Give respondents time to complete questions 1 to 6.

If a respondent objects to giving sex and race information, he/she may leave the item blank. This information is being collected for research purposes only.

Mark only one response to each of the following questions using this scale.

A - Strongly Agree
B - Agree
C - Neither Agree nor Disagree
D - Disagree
E - Strongly Disagree

If you do not know the answer or if the question is not applicable, please leave the answer blank. ***(Emphasize - Repeat).***

Once the questionnaire administration is completed, say:

Thank you for your time. Results of the questionnaire will be submitted in a report to the legislature on December 31, l988.

North Carolina Career Development Program
Research and Service Institute, Inc.

Administration of Central Office Personnel/Special Populations' Questionnaire

Participants

The Central Office Personnel/Special Populations' Questionnaire should be completed by all central office personnel who qualify for the Career Development Program and by all Special Populations' positions. Special Populations includes positions such as librarians (media coordinators), guidance counselors, psychologists, physical therapists, speech/language specialists, social workers, and occupational therapists.

Directions

The best method for administration is at a building-level faculty meeting or at an administrative staff meeting. The Coordinator (or his/her designees) should be present to assure appropriate administration of the questionnaire. Once the group is assembled, ask for a central office or special populations' (or teacher if a faculty meeting) volunteer to collect the response cards and to put them in a sealed envelope. This will guarantee confidentiality of responses. The questionnaires do not have to be returned. However, if someone wishes to comment on items, he/she may do so and return the questionnaire with the response card.

If it is not possible to administer the questionnaire at a staff meeting, it can be administered to individuals. Again, it is important to allow for confidentiality of responses. Provide the respondents with a large envelope in which they can seal their responses before returning them to the questionnaire administrator.

Read the following information that is in italics.

This survey is being administered to determine perceptions about the implementation and operation of the Career Development Pilot Program at 15 pilot sites in North Carolina. The evaluation of the program is being conducted for the Joint Legislative Commission on Governmental Operations. All information is requested anonymously and is to be used to determine future program direction. Therefore, it is important that every educator take time to complete this questionnaire and to contribute his/her vital opinions about the program.

Please use the accompanying response card to record your answers to the questions. Mark boxes carefully with a #2 (soft) pencil. Do not fold, staple, or clip the card. Do not write on the card except in the spaces provided. Please return the card to (identify volunteer) who will put the response cards in an envelope and seal it.

On the top of the card:

- *For "Name" write in the name of your school and school system.*
  (Pause while they fill in this section.)

- *For "Course" write in your position title (i.e., assistant superintendent, psychologist, guidance counselor.)*
  (Pause)

- *Leave the Date and Identification Field Blank.*

- *For the Answers Section complete as follows:*

(Give respondents time to complete questions 1 to 5.

If a respondent objects to giving sex and race information, he/she may leave the item blank. This information is being collected for research purposes only.)

Mark only one response to each of the following questions using this scale.

A - Strongly Agree
B - Agree
C - Neither Agree nor Disagree
D - Disagree
E - Strongly Disagree

If you do not know the answer or if the question doesn't apply to your position, please leave the answer blank. ***(Emphasize - Repeat).***

Once the questionnaire administration is completed, say:

Thank you for your time. Results of the questionnaire will be submitted in a report to the legislature on December 31, 1988.

North Carolina Career Development Program

Research and Service Institute, Inc.

Administration of Superintendents' Questionnaire

Participants

The Superintendents' Questionnaire should be completed by the current superintendent. Assistant or Associate Superintendents should complete the Central Office Personnel Questionnaire.

Directions

Before administering the questionnaire be sure that the superintendent has a large envelope in which he/she can place the response card and seal it before giving it to the questionnaire administrator.

Read the following information that is in italics.

This survey is being administered to determine superintendents' perceptions about the implementation and operation of the Career Development Pilot Program at 15 pilot sites in North Carolina. The evaluation of the program is being conducted for the Joint Legislative Commission on Governmental Operations. Information from this survey is to be used to determine future program direction. Therefore, it is important that every superintendent take time to complete this questionnaire and to contribute his/her vital opinions about the program.

Please use the accompanying response card to record your answers to the questions. Mark boxes carefully with a #2 (soft) pencil. Do not fold, staple, or clip the card. Do not write on the card except in the spaces provided. When completed, please place the response card in the large envelope, seal it, and give it to the questionnaire administrator.

On the top of the card:

- *For "Name" write superintendent.*
  (Pause while he/she fills in this section.)
- *For "Course" write in the name of your school system.*
  (Pause)
- *Leave the Date and Identification Field blank.*
- *For the Answers Section complete as follows:*

(Give respondent time to complete questions 1 to 5.

If the respondent objects to giving sex and race information, he/she may leave the item blank. This information is being collected for research purposes only.)

Mark only one response to each of the following questions using this scale.

A - Strongly Agree
B - Agree
C - Neither Agree nor Disagree
D - Disagree
E - Strongly Disagree

If you do not know the answer or if the question is not applicable, please leave the answer blank. ***(Emphasize - Repeat).***

Once the questionnaire administration is completed, say:

Thank you for your time. Results of the questionnaire will be submitted in a report to the legislature on December 31, 1988.

North Carolina Career Development Program
Research and Service Institute, Inc.

Administration of School Board Members' Questionnaire

Participants

The School Board Members' Questionnaire should be completed by all current school board members.

Directions

The best method for administration is before or after a school board meeting. The Coordinator (or his/her designees) should be present to assure appropriate administration of the questionnaire. Once the group is assembled, ask for a board member volunteer to collect the response cards and to put them in a sealed envelope. This will guarantee confidentiality of responses. The questionnaires do not have to be returned. However, if someone wishes to comment on items, he/she may do so and return the questionnaire with the response card.

Read the following information that is in italics.

This survey is being administered to determine school board members' perceptions about the implementation and operation of the Career Development Pilot Program at 15 pilot sites in North Carolina. The evaluation of the program is being conducted for the Joint Legislative Commission on Governmental Operations. All information is requested anonymously and is to be used to determine future program direction. Therefore, it is important that every school board member take time to complete this questionnaire and to contribute his/her vital opinions about the program.

Please use the accompanying response card to record your answers to the questions. Mark boxes carefully with a #2 (soft) pencil. Do not fold, staple, or clip the card. Do not write on the card except in the spaces provided. Please return the card to (identify volunteer) who will put the response cards in an envelope and seal it.

On the top of the card:

- *For "Name" write in school board member.*
  (Pause while they fill in this section.)

- *For "Course" write in the name of your school system.*
  (Pause)

- *Leave the Date and Identification Field blank.*

- *For the Answers Section complete as follows:*

(Give respondents time to complete questions 1 and 2.

If a respondent objects to giving sex and race information, he/she may leave the item blank. This information is being collected for research purposes only.)

Mark only one response to each of the following questions using this scale.

A - Strongly Agree
B - Agree
C - Neither Agree nor Disagree
D - Disagree
E - Strongly Disagree

If you do not know the answer or if the question is not applicable, please leave the answer blank. ***(Emphasize - Repeat).***

Once the questionnaire administration is completed, say:

Thank you for your time. Results of the questionnaire will be submitted in a report to the legislature on December 31, 1988.

North Carolina Career Development Pilot Program
Teachers' Questionnaire

This survey is being administered to determine teachers' perceptions about the implementation and operation of the Career Development Pilot Program at 15 pilot sites in North Carolina. The evaluation of the program is being conducted for the Joint Legislative Commission on Governmental Operations. All information is requested *anonymously* and is to be used to determine future program direction. Therefore, it is important that every teacher take time to complete this questionnaire and to contribute his/her vital opinions about the program.

Please use the accompanying response card to record your answers to the questions. Mark boxes carefully with a **#2 (soft) pencil. Do not fold, staple, or clip** the card. Do not write on the card except in the spaces provided. Please return the card to the person administering the questionnaire. On the top of the card:

- For **"Name"** write in the name of your school and school system.
- For **"Course"** write in your *grade level* and *subject area assignment*. (If you teach several subject areas, list the area that you spend the greatest amount of time. If you teach in a non-departmentalized elementary school, fill in grade level only.)
- For **"Date"** write in *classroom teacher* or type of *special assignment*.
- Leave the **Identification Field** blank.

- For the **Answers** Section complete as follows:

1. Total teaching experience in North Carolina:
   A. 0-3 years
   B. 4 years
   C. 5-6 years
   D. 7-10 years
   E. 11+ years
2. Current Career Status:
   A. Initial
   B. Provisional
   C. Career Status I
   D. Career Status II
   E. Non-Career Level

3. Highest Level for which you have been evaluated:
   - A. Initial
   - B. Provisional
   - C. Career Status I
   - D. Career Status II
   - E. Not Applicable

(Information on race and sex is being collected for research purposes only.)

4. Race:
   - A. American Indian/Alaskan Eskimo
   - B. Asian or Pacific Islander
   - C. Black
   - D. Caucasian
   - E. Hispanic

5. Sex:
   - A. Female
   - B. Male

Mark *only one* response to each of the following questions using this scale.

A - Strongly Agree
B - Agree
C - Neither Agree nor Disagree
D - Disagree
E - Strongly Disagree

If you do not know the answer or if the question doesn't apply to your position, please leave the answer blank.

Part I: Career Development Program (CDP) and the Teacher Performance Appraisal System (TPAS)

6. Functions 1 through 5 of the TPAS (Instructional Time, Student Behavior, Instructional Presentation, Instructional Monitoring, and Instructional Feedback) are appropriate criteria for assessing my performance.
7. Functions 6 and 7 (Facilitating Instruction and Communicating Within the Educational Environment) of the TPAS are appropriate criteria for assessing my performance.
8. Function 8 (Non-Instructional Duties) of the TPAS contains appropriate criteria for assessing my performance.
9. A pre-observation conference is necessary for every formal observation.
10. The pre-observation conference is helpful to the observer in preparing for observation in the classroom.

11. The pre-observation conference is helpful to me every time I have a formal observation.
12. The Formative Observation Data Instrument (FODI) for classroom observation provides an accurate record of my teaching performance.
13. The Formative Observation Data Analysis (FODA) provides an accurate analysis of my classroom observation.
14. The TPAS post-observation conference provides effective feedback to me.
15. The needs identified in my Professional Development Plan are effectively monitored by my principal or his/her designee.
16. The standards for determining Career Status I (Effective Teaching Training and standard performance on all functions) are appropriate.
17. The standards for determining Career Status II (minimum of all four's and one 5 on the eight functions) are stringent enough.
18. Four observations should be the minimum requirement for *obtaining* Career Status II.
19. Fewer than four observations should be recommended for *maintaining* Career Status II.
20. I *understand* the 6-point rating scale (superior to unsatisfactory) that determines my Career Status.
21. The 6-point rating scale is appropriate for my principal to use in *determining* my Career Status.
22. The appeals process used by our local panel is fair.
23. The appeals process used by our local school board is fair.
24. Our local steering committee has been willing to listen to my concerns.
25. My school system has provided the information I need to *understand* the CDP.
26. My school system has provided the information I need to *apply* for the CDP.
27. My principal has been in my classroom more frequently than before the use of TPAS.
28. I agree with the results of my year-end evaluation done by my principal.
29. Only Career Status II teachers should be able to have additional duties (e.g., department chairperson, curriculum development) for extra money.
30. Only Career Status II teachers should be able to work additional time (e.g., summer months) for extra money.
31. The TPAS has improved the teacher evaluation process.
32. My school system has fair and reasonable procedures for administering the CDP.
33. Teachers should receive different amounts of pay based on experience and increasing levels of performance.
34. The amount of time required to participate in the CDP is reasonable.
35. The CDP emphasizes an instructional process that makes my classroom teaching too regimented and inflexible.
36. The CDP in our school system has been positive.
37. The evaluation process is fair and objective.
38. The CDP should be eliminated in North Carolina.
39. The CDP should be retained, but improved, in North Carolina.
40. The CDP should be expanded to other school systems in North Carolina.

Part II: Observer/Evaluators (OEs)

41. I believe that our school system has a fair and equitable method for selecting observer/evaluators (OEs).
42. My OEs have received sufficient training.

43. My OEs have good interpersonal (communication and listening) skills.
44. My OEs make an effort to understand my feelings about my instructional decisions.
45. My principal makes an effort to understand my feelings about my instructional decisions.
46. My OEs are able to provide feedback to me to help improve my classroom performance.
47. My principal is an effective observer.
48. My principal is an effective evaluator.
49. My OEs are effective observers.
50. The year-end evaluation decision should be the principal's responsibility and should not include OEs in the decision-making process.

Part III: Staff Development

51. Effective Teacher Training (ETT) has provided educators in North Carolina with a common language about instruction.
52. ETT has helped to improve my classroom instruction.
53. My principal effectively monitors needs identified during classroom observations.
54. My Professional Development Plan has helped to make me a more effective teacher.
55. The Career Development Program encourages me to discuss instruction and share information with colleagues.
56. Mentors and support teams in our school have helped new teachers improve their classroom instruction.

Part IV: Program Goals

57. The CDP has resulted in increased effectiveness of teachers in my school.
58. The CDP provides incentives for good teachers to remain in the classroom.
59. People in our community believe that the CDP is helping to improve the schools.
60. The CDP will help to attract more people into teaching.
61. The CDP will help to improve the quality of teaching in our school system.
62. The CDP will improve the quality of school level and district level administration in our school system.
63. The CDP has encouraged teachers to improve their teaching techniques.
64. The CDP has had a positive effect on students.
65. The CDP is identifying and rewarding highly competent teachers for performance at Career Status II.
66. The CDP has increased my satisfaction with my career.

Research and Service Institute, Inc.
2 Maryland Farms, Suite 233, Brentwood, Tennessee 37027

North Carolina Career Development Pilot Program
Principals' and Assistant Principals' Questionnaire

This survey is being administered to determine principals' and assistant principals' perceptions of the implementation and operation of the Career Development Pilot Program at 15 pilot sites in North Carolina. The evaluation of the program is being conducted for the Joint Legislative Commission on Governmental Operations. Information is to be used to determine future program direction. Therefore, it is important that every principal and assistant principal take time to complete this questionnaire and to contribute his/her vital opinions about the program. Parts I, II, and III address issues pertaining to the Teacher Career Development Program. Part IV addresses the Career Development Program for principals and assistant principals. Part V addresses issues pertaining to the program goals.

Please use the accompanying response card to record your answers to the questions. Mark boxes carefully with a #2 (soft) pencil. **Do not fold, staple, or clip** the card. Do not write on the card except in the spaces provided. Please return the card to the person administering the questionnaire. On the top of the card:

- For "**Name**" write in the name of your school and school system.
- For "**Course**" write in *principal or assistant principal.*
- For "**Date**" write in the grades covered in your administrative assignment.
- Leave the **Identification Field** blank.

- For the **Answers Section** complete as follows:

1. Total experience in your current position in North Carolina:
    A. 0-3 years
    B. 4 years
    C. 5-6 years
    D. 7-10 years
    E. 11+ years

2. Experience in Career Development Site:
    A. 1 year
    B. 2 years
    C. 3 years

3. Current Career Status:
    A. Initial
    B. Provisional
    C. Career Status I
    D. Career Status II
    E. Non-Career Level

4. Highest Level for which you have been evaluated:
    - A. Initial
    - B. Provisional
    - C. Career Status I
    - D. Career Status II
    - E. Not Applicable

(Information on race and sex is being collected for research purposes only.)

5. Race:
    - A. American Indian/Alaskan Eskimo
    - B. Asian or Pacific Islander
    - C. Black
    - D. Caucasian
    - E. Hispanic

6. Sex:
    - A. Female
    - B. Male

Mark *only one* response to each of the following questions using this scale.

A - Strongly Agree
B - Agree
C - Neither Agree nor Disagree
D - Disagree
E - Strongly Disagree

If you do not know the answer or if the question is not applicable, please leave the answer blank.

Part I: Career Development Program (CDP) and the *TEACHER* Performance Appraisal System (TPAS)

7. Functions 1 through 5 of the TPAS (Instructional Time, Student Behavior, Instructional Presentation, Instructional Monitoring, and Instructional Feedback) are appropriate criteria for assessing classroom teaching.
8. Functions 6 and 7 of the TPAS (Facilitating Instruction and Communicating Within the Educational Environment) are appropriate criteria for assessing classroom teaching.
9. Function 8 of the TPAS (Non-Instructional Duties) contains appropriate criteria for assessing teacher performance.
10. A pre-observation conference is necessary for every formal observation.
11. The pre-observation conference is helpful to the observer in preparing for observation in the classroom.
12. The use of the Formative Observation Data Instrument (FODI) for classroom observation provides an accurate record of teaching performance.

13. The Formative Observation Data Analysis (FODA) provides an accurate analysis of classroom performance.
14. The TPAS post-observation conference provides effective feedback to teachers.
15. The needs identified in teachers' Professional Development Plans are effectively monitored by me or my designee.
16. The standards for determining Career Status I (Effective Teacher Training and standard performance on all functions) are appropriate.
17. The standards for determining Career Status II (minimum of all four's and one 5 on the eight functions) are stringent enough.
18. Four observations should be the minimum requirement for *obtaining* Career Status II.
19. Fewer than four observations should be recommended for *maintaining* Career Status II.
20. I *understand* the 6-point rating scale (superior to unsatisfactory) that determines teachers' Career Status.
21. I think the 6-point rating scale is appropriate for my use in *determining* teachers' Career Status.
22. The appeals process used by our local panel is fair.
23. The appeals process used by our local school board is fair.
24. The local steering committee has been willing to listen my concerns.
25. The evaluation process allows me to be in classrooms more frequently than before use of TPAS.
26. Teachers agree with the results of their year-end evaluation.
27. Only Career Status II teachers should be able to have additional duties (e.g., department chairperson, curriculum development) for extra money.
28. Only Career Status II teachers should be able to work additional time (e.g., summer months) for extra money.
29. The TPAS has improved the teacher evaluation process.
30. My school system has fair and reasonable procedures for administering the CDP.
31. Teachers should receive different amounts of pay based on experience and increasing levels of performance.
32. The amount of teacher time required to participate in the CDP is reasonable.
33. The CDP emphasizes an instructional process that makes classroom teaching too regimented and inflexible.
34. The CDP in our school system has been positive.
35. The CDP should be eliminated in North Carolina.
36. The CDP should be retained, but improved, in North Carolina.
37. The CDP should be expanded to other school systems in North Carolina.

Part II: Observer/Evaluators (OEs)

38. Our school system has a fair and equitable method for selecting observer/evaluators (OEs).
39. OEs have received sufficient training.
40. OEs have good interpersonal (communication and listening) skills.
41. OEs are able to provide feedback to the teacher to help improve classroom performance.
42. OEs are effective observers.
43. The CDP has made me a more effective evaluator of teachers.

(Turn Over)

44. The year-end evaluation decision should be the principal's responsibility and should not include OEs in the decision-making process.

Part III: Staff Development

45. Effective Teacher Training (ETT) has provided educators in North Carolina with a common language about instruction.
46. ETT has helped to improve classroom instruction.
47. I effectively monitor needs identified during classroom observations.
48. Professional Development Plans have helped teachers to become more effective teachers.
49. The Career Development Program encourages teachers to discuss instruction and share information with colleagues.
50. Mentors and support teams in our school have helped new teachers improve their classroom instruction.

Part IV: *PRINCIPAL/ASSISTANT PRINCIPAL EVALUATION SYSTEM*

51. The school system has provided the information needed for principals and assistant principals to *understand* the CDP.
52. The school system has provided the information needed for principals and assistant principals to *apply* for the CDP.
53. The criteria used for my performance appraisal are appropriate.
54. I agree with the results of my year-end evaluation.
55. The amount of time required of principals and assistant principals for the Career Development Program is reasonable.
56. The CDP has resulted in more effective educators in the pilot sites.
57. The evaluation process is fair and objective.

Part V: Program Goals

58. The CDP has resulted in increased effectiveness of educators in our school.
59. The CDP is effective in providing incentives for good principals and assistant principals to remain in schools.
60. People in our community believe that the CDP is helping to improve the schools.
61. The CDP will attract more people into teaching.
62. The CDP will improve the quality of teaching in our school system.
63. The CDP will improve the quality of school level and district level administration in our school system.
64. The CDP has encouraged many teachers to improve their teaching techniques.
65. The CDP has had a positive effect on students.
66. The CDP is identifying and rewarding highly competent educators for performance at Career Status II.
67. The CDP has increased my satisfaction with my career.
68. The CDP has encouraged many principals and assistant principals to improve their administrative skills.

Research and Service Institute, Inc.
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North Carolina Career Development Pilot Program
Central Office Personnel and Special Populations' Questionnaire

This survey is being administered to determine perceptions about the implementation and operation of the Career Development Pilot Program at 15 pilot sites in North Carolina. The evaluation of the program is being conducted for the Joint Legislative Commission on Governmental Operations. All information is requested *anonymously* and is to be used to determine future program direction. Therefore, it is important that every educator take time to complete this questionnaire and to contribute his/her vital opinions about the program.

Please use the accompanying response card to record your answers to the questions. Mark boxes carefully with a **#2 (soft) pencil. Do not fold, staple, or clip** the card. Do not write on the card except in the spaces provided. Please return the card to the person administering the questionnaire. On the top of the card:

- For **"Name"** write in the name of your school and school system.
- For **"Course"** write in your position title (i.e., assistant superintendent, psychologist guidance counselor).
- Leave the **Date** and **Identification Field** blank.

- For the **Answers** Section complete as follows:

1. Total experience in your current position in North Carolina:
    - A. 0-3 years
    - B. 4 years
    - C. 5-6 years
    - D. 7-10 years
    - E. 11+ years
2. Current Career Status:
    - A. Initial
    - B. Provisional
    - C. Career Status I
    - D. Career Status II
    - E. Non-Career Level
3. Highest Level for which you have been evaluated:
    - A. Initial
    - B. Provisional
    - C. Career Status I
    - D. Career Status II
    - E. Not Applicable

(Information on race and sex is being collected for research purposes only.)

4. Race:
    A. American Indian/Alaskan Eskimo
    B. Asian or Pacific Islander
    C. Black
    D. Caucasian
    E. Hispanic

5. Sex:
    A. Female
    B. Male

Mark *only one* response to each of the following questions using this scale.

A - Strongly Agree
B - Agree
C - Neither Agree nor Disagree
D - Disagree
E - Strongly Disagree

If you do not know the answer or if the question doesn't apply to your position, please leave the answer blank.

Part I: Career Development Program (CDP) Performance Appraisal System

6. The criteria used to assess my performance for the CDP are appropriate.
7. The needs identified in my Professional Development Plan are effectively monitored.
8. The standards for determining Career Status I for my position are appropriate.
9. The standards for determining Career Status II for my position are appropriate.
10. I *understand* the rating scale that determines my Career Status.
11. I think the rating scale used for my evaluation is appropriate for *determining my* Career Status.
12. The appeals process used by our local panel is fair.
13. The appeals process used by our local school board is fair.
14. Our local steering committee has been willing to listen to my concerns.
15. My school system has provided the information I need to *understand* the CDP.
16. My school system has provided the information I need to *apply* for the CDP.
17. I agree with the results of my year-end evaluation.
18. My school system has fair and reasonable procedures for administering the CDP.
19. Educators should receive different amounts of pay based on experience and increasing levels of performance.
20. The amount of time required to participate in the CDP is reasonable.
21. The CDP emphasizes an instructional process that makes classroom teaching too regimented and inflexible.
22. The CDP in our school system has been positive.

23. The evaluation process is fair and objective.
24. The CDP should be eliminated in North Carolina.
25. The CDP should be retained, but improved, in North Carolina.
26. The CDP should be expanded to other school systems in North Carolina.

Part II: Staff Development

27. Effective Teacher Training (ETT) has provided educators in North Carolina with a common language about instruction.
28. ETT has helped to improve classroom instruction.
29. My Professional Development Plan has helped to make me more effective.
30. The Career Development Program encourages me to discuss instruction and/or administration and share information with colleagues.
31. Mentors and support teams in our school(s) have helped new teachers improve their classroom instruction.

Part III: Program Goals

32. The CDP has resulted in increased effectiveness of educators in our school system.
33. The CDP provides incentives for good teachers to remain in the classroom.
34. People in our community believe that the CDP is helping to improve the schools.
35. The CDP will help to attract more people into teaching.
36. The CDP will help to improve the quality of teaching in our school system.
37. The CDP will improve the quality of school level and district level administration in our school system.
38. The CDP has encouraged teachers to improve their teaching techniques.
39. The CDP has had a positive effect on students.
40. The CDP is identifying and rewarding highly competent educators for perfomance at Career Status II.
41. The CDP has increased my satisfaction with my career.

North Carolina Career Development Pilot Program
Superintendents' Questionnaire

This survey is being administered to determine superintendents' perceptions of the implementation and operation of the Career Development Pilot Program at 15 pilot sites in North Carolina. The evaluation of the program is being conducted for the Joint Legislative Commission on Governmental Operations. Information from this survey is to be used to determine future program direction. Therefore, it is important that every superintendent take time to complete this questionnaire and to contribute his/her vital opinions about the program.

Please use the accompanying response card to record your answers to the questions. Mark boxes carefully with a **#2 (soft) pencil. Do not fold, staple, or clip** the card. Do not write on the card except in the spaces provided. Please return the card to the person administering the questionnaire. On the top of the card:

- For **"Name"** write in *superintendent.*
- For **"Course"** write in the name of your school system.
- Leave the **Date** and **Identification Field** blank.

- For the **Answers** Section complete as follows:

1. Experience as superintendent in North Carolina:
    A. 0-3 years
    B. 4 years
    C. 5-6 years
    D. 7-10 years
    E. 11+ years

2. Current Career Status:
    A. Initial
    B. Provisional
    C. Career Status I
    D. Career Status II
    E. Non-Career Level

3. Highest Level for which you have been evaluated:
    A. Initial
    B. Provisional
    C. Career Status I
    D. Career Status II
    E. Not Applicable

(Information on race and sex is being collected for research purposes only.)

4. Race:
    - A. American Indian/Alaskan Eskimo
    - B. Asian or Pacific Islander
    - C. Black
    - D. Caucasian
    - E. Hispanic

5. Sex:
    - A. Female
    - B. Male

Mark *only one* response to each of the following questions using this scale.

A - Strongly Agree
B - Agree
C - Neither Agree Nor Disagree
D - Disagree
E - Strongly Disagree

If you do not know the answer or if the question is not applicable, please leave the answer blank.

Part I: Career Development Program (CDP) and the Teacher Performance Appraisal System (TPAS)

6. Functions 1 through 5 of the TPAS (Instructional Time, Student Behavior, Instructional Presentation, Instructional Monitoring, and Instructional Feedback) are appropriate criteria for assessing classroom teaching.
7. Functions 6 and 7 of the TPAS (Facilitating Instruction and Communicating Within the Educational Environment) are appropriate criteria for assessing classroom teaching.
8. Function 8 of the TPAS (Non-Instructional Duties) contains appropriate criteria for assessing teacher performance.
9. A pre-observation conference is necessary for every formal observation.
10. The pre-observation conference is helpful to the observer in preparing for observation in the classroom.
11. The Formative Observation Data Instrument (FODI) for classroom observation provides an accurate record of teaching performance.
12. The Formative Observation Data Analysis (FODA) provides an accurate analysis of classroom observation.
13. The TPAS post-observation conference provides effective feedback to teachers.
14. Teachers agree with the results of their year-end evaluation.
15. The standards for determining Career Status I (Effective Teacher Training and standard performance on all functions) are appropriate.
16. The standards for determining Career Status II (minimum of all four's and one 5 on the eight functions) are not stringent enough.

17. Four observations should be the minimum requirement for *obtaining* Career Status II.
18. Fewer than four observations should be recommended for *maintaining* Career Status II.
19. I think the 6-point rating scale (superior to unsatisfactory) that principals use to determine Career Status results is appropriate.
20. The appeals process used by our local panel is fair.
21. The appeals process used by our local school board is fair.
22. Our local steering committee has been willing to listen to teachers' concerns.
23. Our school system has provided the information needed to understand and/or apply for the Career Development Program.
24. Only Career Status II teachers should be able to have additional duties (e.g., department chairperson, curriculum deveopment) for extra money.
25. Only Career Status II teachers should be able to work additional time (e.g., summer months) for extra money.
26. The TPAS has improved the teacher evaluation process.
27. Our school system has fair and reasonable procedures for administering the CDP.
28. Teachers should receive different amounts of pay based on experience and increasing levels of performance.
29. The amount of time required to participate in the CDP is reasonable.
30. The CDP emphasizes an instructional process that makes classroom teaching too regimented and inflexible.
31. The evaluation process is fair and objective.
32. The CDP should be eliminated in North Carolina.
33. The CDP should be retained, but improved, in North Carolina.
34. The CDP should be expanded to other school systems in North Carolinia.

Part II: Observer/Evaluators (OEs)

35. Our school system has a fair and equitable method for selecting observer/evaluators (OEs).
36. OEs have received sufficient training.
37. Principals have received sufficient training to be effective evaluators.
38. The year-end evaluation decision should be the principal's responsibility and should not include the OEs in the decision-making process.

Part III: Staff Development

39. Effective Teacher Training (ETT) has provided educators in North Carolina with a common language about instruction.
40. ETT has helped to improve classroom instruction.
41. Mentors and support teams in our school have helped new teachers improve their classroom instruction.

Part IV: Program Goals

42. The CDP has resulted in more effective educators in our schools.
43. The CDP is effective in providing incentives for good teachers to remain in the classroom.
44. People in our community believe that the CDP is helping to improve the schools.
45. The CDP will attract more people into teaching.

46. The CDP will improve the quality of teaching in our school system.
47. The CDP will improve the quality of school level and district level administration in our school system.
48. The CDP has encouraged many teachers to improve their teaching techniques.
49. The CDP has had a positive effect on students.
50. The CDP is identifying and rewarding highly competent educators for performance at Career Status II.
51. The CDP has increased my job satisfaction.
52. The CDP has encouraged many principals to improve their administrative skills.

Part V: Principal/Assistant Principal Evaluation System

53. The school system has provided the information needed for principals and assistant principals to *understand* the CDP.
54. The school system has provided the information needed for principals and assistant principals to *apply* for the CDP.
55. The criteria used with the principal performance appraisal instrument are appropriate for evaluating principals.
56. The criteria used with the assistant principal performance appraisal instrument are appropriate for evaluating assistant principals.
57. The evaluation system is fair and objective.
58. Principals and assistant principals agree with the results of their year-end evaluation.
59. The amount of time required by principals and assistant principals for the CDP is reasonable.
60. The CDP has resulted in more effective principals and assistant principals in our school system.

North Carolina Career Development Pilot Program
School Board Members' Questionnaire

This survey is being administered to determine school board members' perceptions of the implementation and operation of the Career Development Pilot Program at 15 pilot sites in North Carolina. The evaluation of the program is being conducted for the Joint Legislative Commission on Governmental Operations. Information is requested anonymously and is to be used to determine future program direction. Therefore, it is important that every school board member take time to complete this questionnaire and to contribute his/her vital opinions about the program.

Please use the accompanying response card to record your answers to the questions. Mark boxes carefully with a **#2 (soft) pencil. Do not fold, staple, or clip** the card. Do not write on the card except in the spaces provided. Please return the card to the person administering the questionnaire or to your local Career Development Coordinator. On the top of the card:

- For **"Name"** write in *school board member.*
- For **"Course"** write in the name of your school system.
- Leave the **Date** and **Identification Field** blank.

- For the **Answers** Section complete as follows:

(Information on race and sex is being collected for research purposes only.)

1. Race:

   A. American Indian/Alaskan Eskimo
   B. Asian or Pacific Islander
   C. Black
   D. Caucasian
   E. Hispanic

2. Sex:

   A. Female
   B. Male

Mark *only one* response to each of the following questions using this scale.

A - Strongly Agree
B - Agree
C - Neither Agree nor Disagree
D - Disagree
E - Strongly Disagree

If you do not know the answer or if the question is not applicable, please leave the answer blank.

Part I: Career Development Program and the Teacher Performance Appraisal System

3. Our school system has provided educators the information needed to understand and/or apply for the Career Development Program.
4. Our school system has fair and reasonable procedures for administering the Career Development Program.
5. The local steering committee has been willing to listen to educators' concerns.
6. The appeals process used by our local panel is fair.
7. The appeals process used by our local school board is fair.

8. Only Career Status II teachers should be able to have additional duties (e.g., department chairperson, curriculum development) for extra money.
9. Only Career Status II teachers should be able to work additional time (e.g., summer months) for extra money.
10. Educators should receive different amounts of pay based on experience and increasing levels of performance.
11. The Teacher Performance Appraisal System has improved the teacher evaluation process.
12. The Career Development Program has been positive in our school system.
13. The evaluation process is fair and objective.
14. The Career Development Program should be eliminated in North Carolina.
15. The Career Development Program should be retained, but improved, in North Carolina.
16. The Career Development Program should be expanded to other school systems in North Carolina.

Part II: Observer/Evaluators

17. Observer/evaluators should assist the principal at the end of the year with the final evaluation of teachers whom they have observed.

Part III: Staff Development

18. Effective Teacher Training has helped to improve classroom instruction.
19. Mentors and support teams in our school have helped new teachers improve their classroom instruction.

Part IV: Program Goals

20. The Career Development Program has resulted in more effective educators in our schools.
21. The Career Development Program is effective in providing incentives for good teachers to remain in the classroom.
22. People in our community believe that the Career Development Program is helping to improve the schools.
23. The Career Development Program will attract more people into teaching.
24. The Career Development Program will improve the quality of teaching in our school system.
25. The Career Development Program will improve the quality of school level and district level administration in our school system.
26. The Career Development Program has encouraged many teachers to improve their teaching techniques.
27. The Career Development Program has had a positive effect on students.
28. The Career Development Program is identifying and rewarding highly competent educators for performance at Career Status II.
29. The Career Development Program has encouraged many principals and assistant principals to improve their administrative skills.

Table B-1

Opinions About the Career Development Program Expressed on a Survey of Personnel in Alexander County

Opinion Statement[a]	Item No.	Mean Response for Personnel Group			
		Teachers	Principals	Central Office/Special Groups	School Board Members
TPAI Functions 1-5 are appropriate criteria	6[b]	3.515	3.889	3.571	
TPAI Functions 6-7 are appropriate criteria	7	3.215	3.278		
TPAI Function 8 contains appropriate criteria	8	3.057	3.333		
Pre-observation is necessary for every formal observation	9	3.183	2.167		
Pre-observation is helpful to observer	10	3.903	3.611		
Pre-observation conference is helpful to me	11	3.256			
FODI provides accurate record of teaching performance	12	2.806	3.778		
FODA provides accurate record of observation	13	2.961	3.833		
Post-observation conference provides effective feedback	14	3.638	4.167		
PDP needs are monitored by my principal	15	3.443	3.588	3.750	
Career Status I standards are appropriate	16	3.529	3.833	3.692	
Career Status II standards are stringent enough	17	4.080	3.611	3.435	
Four observations are minimum for *obtaining* CS II	18	3.431	4.056		
Fewer than four observations for *maintaining* CS II	19	3.929	3.556		
I understand the 6-point rating scale for CS	20	3.637	4.111	3.964	
6-point rating scale is appropriate for determining CS	21	3.144	3.556	3.679	
Appeals process used by local panel is fair	22	3.209	3.688	3.538	4.250
Appeals process used by our school board is fair	23	3.228	3.706	3.423	4.500
Local steering committee listens to my concerns	24	3.527	4.000	4.038	4.750
System provided information I need to understand CDP	25	3.878		4.214	5.000
System provided information I need to apply for CDP	26	4.028		4.296	
Principal has been in my classroom more frequently	27	2.900	2.471		
I agree with results of my year-end evaluation	28	3.509	3.471	3.964	
Only CS II teachers should have additional duties	29	2.105	1.778		3.000
Only CS II teachers should work additional time	30	1.860	1.500		2.250
TPAS has improved the teacher evaluation process	31	3.000	4.000		4.500
My system has fair and reasonable procedures for CDP	32	3.489	3.944	3.571	4.750
Pay teachers based on experience and performance	33	3.830	4.111	4.250	4.500
Amount of time required by CDP is reasonable	34	3.094	4.000	3.464	

(continued on next page)

[a] All responses received a numerical value of 1 to 5 as follows:
5 = Strongly Agree; 4 = Agree; 3 = Neither Agree nor Disagree; 2 = Disagree; 1 = Strongly Disagree.

[b] The first five items on the questionnaires collected demographic information from the respondent.

Table B-1 (Continued)

OPINION STATEMENT	ITEM No.	MEAN RESPONSE FOR PERSONNEL GROUP			
		TEACHERS	PRINCIPALS	CENTRAL OFFICE/SPECIAL GROUPS	SCHOOL BOARD MEMBERS
CDP instructional process makes teaching regimented	35[a]	3.819	2.500	3.185	
CDP in our school system has been positive	36	2.829	3.611	2.963	4.250
The evaluation process is fair and objective	37	2.789		3.107	3.750
CDP should be *eliminated* in North Carolina	38[a]	3.036	2.111	2.500	1.500
CDP should be *retained* but improved in NC	39	3.356	3.833	3.571	4.250
CDP should be *expanded* to other NC school systems	40	3.072	3.778	3.357	4.500
My system has a fair method for selecting OEs	41	2.931	3.500		
My OEs have received sufficient training	42	3.568	3.833		
My OEs have good interpersonal skills	43	3.595	3.889		
My OEs try to understand my feelings about instruction	44	3.339			
Principal tries to understand my feelings about instruction	45	4.013			
My OEs' feedback improves my classroom performance	46	3.177	3.500		
My principal is an effective observer	47	4.022			
My principal is an effective evaluator	48	3.965	3.941		
My OEs are effective observers	49	3.442	3.889		
Principal's year-end decision should not include OEs	50[a]	3.000	2.944		2.000
ETT has provided common language about instruction	51	3.658	4.111	3.857	
ETT has helped improve my classroom instruction	52	3.196	4.056	3.630	4.500
Principal monitors needs identified by observations	53	3.623	3.824		
PDP helped to make me a more effective teacher	54	3.018	3.833	3.107	
CDP encourages discussing instruction and sharing information	55	2.695	2.944	3.000	
Mentors and support teams have helped new teachers	56	3.505	4.056	3.654	4.500
CDP has increased effectiveness of teachers	57	3.037	3.778	3.286	4.250
CDP provides incentives for good teachers to remain	58	2.558	3.167	2.893	4.500
Community believes CDP is helping to improve schools	59	2.741	3.412	2.963	3.667
CDP will help attract more people into teaching	60	2.151	2.889	2.714	3.500
CDP will improve the quality of teaching	61	2.802	3.722	3.286	4.667
CDP will improve the quality of school/district administration	62	2.773	3.500	3.036	4.333
CDP has encouraged teachers to improve teaching	63	3.207	3.889	3.571	4.250
CDP has had a positive effect on students	64	2.550	3.667	2.929	4.000
CDP is identifying and rewarding teachers at CS II	65	2.880	3.389	2.929	4.333
CDP has increased my satisfaction with my career	66	2.378	3.000	2.750	

[a] Reversed scale: For these items, a mean value above 3.0 tends to be negative; a mean value below 3.0 tends to be positive.

Table B-2

Opinions About the Career Development Program Expressed on a Survey of Personnel in Buncombe County

OPINION STATEMENT[a]	ITEM No.	MEAN RESPONSE FOR PERSONNEL GROUP: TEACHERS	PRINCIPALS	CENTRAL OFFICE/SPECIAL GROUPS	SCHOOL BOARD MEMBERS
TPAI Functions 1-5 are appropriate criteria	6[b]	4.002	4.493	3.960	
TPAI Functions 6-7 are appropriate criteria	7	3.743	3.776		
TPAI Function 8 contains appropriate criteria	8	3.364	3.582		
Pre-observation is necessary for every formal observation	9	3.341	2.567		
Pre-observation is helpful to observer	10	3.933	3.821		
Pre-observation conference is helpful to me	11	3.486			
FODI provides accurate record of teaching performance	12	3.537	4.119		
FODA provides accurate record of observation	13	3.643	4.179		
Post-observation conference provides effective feedback	14	4.070	4.418		
PDP needs are monitored by my principal	15	3.462	3.672	3.775	
Career Status I standards are appropriate	16	3.895	4.284	3.937	
Career Status II standards are stringent enough	17	4.034	3.866	3.891	
Four observations are minimum for *obtaining* CS II	18	3.794	4.254		
Fewer than four observations for *maintaining* CS II	19	4.147	4.060		
I understand the 6-point rating scale for CS	20	4.058	4.388	4.193	
6-point rating scale is appropriate for determining CS	21	3.680	3.806	3.926	
Appeals process used by local panel is fair	22	3.435	4.448	3.815	3.600
Appeals process used by our school board is fair	23	3.403	3.358	3.403	3.800
Local steering committee listens to my concerns	24	3.904	4.292	4.153	3.600
System provided information I need to understand CDP	25	4.040		4.282	4.400
System provided information I need to apply for CDP	26	4.139		4.443	
Principal has been in my classroom more frequently	27	3.288	3.667		
I agree with results of my year-end evaluation	28	3.889	3.821	4.153	
Only CS II teachers should have additional duties	29	2.540	2.985		2.600
Only CS II teachers should work additional time	30	2.338	2.881		2.400
TPAS has improved the teacher evaluation process	31	3.708	4.433		3.200
My system has fair and reasonable procedures for CDP	32	3.905	4.493	4.243	3.800
Pay teachers based on experience and performance	33	4.158	4.612	4.466	3.800
Amount of time required by CDP is reasonable	34	3.730	4.269	4.027	

(continued on next page)

[a] All responses received a numerical value of 1 to 5 as follows:
5 = Strongly Agree; 4 = Agree; 3 = Neither Agree nor Disagree; 2 = Disagree; 1 = Strongly Disagree.

[b] The first five items on the questionnaires collected demographic information from the respondent.

Table B-2 (Continued)

OPINION STATEMENT	ITEM No.	MEAN RESPONSE FOR PERSONNEL GROUP			
		TEACHERS	PRINCIPALS	CENTRAL OFFICE/SPECIAL GROUPS	SCHOOL BOARD MEMBERS
CDP instructional process makes teaching regimented	35*	2.988	2.164	2.620	
CDP in our school system has been positive	36	3.716	4.328	3.993	3.200
The evaluation process is fair and objective	37	3.650		3.912	3.200
CDP should be *eliminated* in North Carolina	38*	2.143	1.551	1.931	2.600
CDP should be *retained* but improved in NC	39	3.708	4.179	4.034	2.800
CDP should be *expanded* to other NC school systems	40	3.869	4.403	4.054	3.200
My system has a fair method for selecting OEs	41	3.641	3.970		
My OEs have received sufficient training	42	4.086	4.403		
My OEs have good interpersonal skills	43	4.185	4.463		
My OEs try to understand my feelings about instruction	44	4.144			
Principal tries to understand my feelings about instruction	45	3.975			
My OEs' feedback improves my classroom performance	46	3.985	4.433		
My principal is an effective observer	47	3.989			
My principal is an effective evaluator	48	3.930	4.522		
My OEs are effective observers	49	4.199	4.507		
Principal's year-end decision should not include OEs	50*	2.134	1.821		1.800
ETT has provided common language about instruction	51	3.949	4.507	4.154	
ETT has helped improve my classroom instruction	52	3.629	4.545	3.890	3.600
Principal monitors needs identified by observations	53	3.568	4.164		
PDP helped to make me a more effective teacher	54	3.315	3.627	3.780	
CDP encourages discussing instruction and sharing information	55	3.453	3.955	3.622	
Mentors and support teams have helped new teachers	56	3.740	4.313	3.966	3.400
CDP has increased effectiveness of teachers	57	3.655	4.373	3.933	3.200
CDP provides incentives for good teachers to remain	58	3.521	3.803	3.885	3.600
Community believes CDP is helping to improve schools	59	3.218	3.716	3.543	3.000
CDP will help attract more people into teaching	60	3.105	3.773	3.500	3.200
CDP will improve the quality of teaching	61	3.595	4.373	3.853	3.000
CDP will improve the quality of school/district administration	62	3.397	4.090	3.595	2.600
CDP has encouraged teachers to improve teaching	63	3.792	4.388	4.007	3.000
CDP has had a positive effect on students	64	3.393	4.075	3.611	3.000
CDP is identifying and rewarding teachers at CS II	65	3.584	4.152	3.728	2.800
CDP has increased my satisfaction with my career	66	3.293	3.910	3.587	

*Reversed scale: For these items, a mean value above 3.0 tends to be negative; a mean value below 3.0 tends to be positive.

Table B-3

Opinions About the Career Development Program Expressed on a Survey of Personnel in Burke County

OPINION STATEMENT[a]	ITEM No.	MEAN RESPONSE FOR PERSONNEL GROUP			
		TEACHERS	PRINCIPALS	CENTRAL OFFICE/SPECIAL GROUPS	SCHOOL BOARD MEMBERS
TPAI Functions 1-5 are appropriate criteria	6[b]	3.473	4.436	3.407	
TPAI Functions 6-7 are appropriate criteria	7	3.094	3.667		
TPAI Function 8 contains appropriate criteria	8	2.832	3.667		
Pre-observation is necessary for every formal observation	9	3.939	1.947		
Pre-observation is helpful to observer	10	4.294	3.256		
Pre-observation conference is helpful to me	11	3.924			
FODI provides accurate record of teaching performance	12	2.897	3.846		
FODA provides accurate record of observation	13	3.057	3.795		
Post-observation conference provides effective feedback	14	3.601	4.154		
PDP needs are monitored by my principal	15	3.283	3.816	3.500	
Career Status I standards are appropriate	16	3.472	4.128	3.538	
Career Status II standards are stringent enough	17	3.846	3.564	3.375	
Four observations are minimum for *obtaining* CS II	18	3.591	4.179		
Fewer than four observations for *maintaining* CS II	19	3.891	4.154		
I understand the 6-point rating scale for CS	20	3.784	3.821	3.750	
6-point rating scale is appropriate for determining CS	21	3.073	3.282	3.283	
Appeals process used by local panel is fair	22	2.824	3.103	2.739	3.000
Appeals process used by our school board is fair	23	2.780	2.842	2.739	4.000
Local steering committee listens to my concerns	24	3.319	4.081	3.500	4.000
System provided information I need to understand CDP	25	3.656		3.630	4.000
System provided information I need to apply for CDP	26	3.931		4.000	
Principal has been in my classroom more frequently	27	3.036	3.436		
I agree with results of my year-end evaluation	28	3.616	3.692	3.860	
Only CS II teachers should have additional duties	29	2.125	2.103		1.000
Only CS II teachers should work additional time	30	2.065	2.385		1.000
TPAS has improved the teacher evaluation process	31	3.039	4.231		4.000
My system has fair and reasonable procedures for CDP	32	3.216	4.000	3.377	4.000
Pay teachers based on experience and performance	33	3.830	4.385	3.925	4.000
Amount of time required by CDP is reasonable	34	3.113	3.692	3.185	

(continued on next page)

[a] All responses received a numerical value of 1 to 5 as follows:
5 = Strongly Agree; 4 = Agree; 3 = Neither Agree nor Disagree; 2 = Disagree; 1 = Strongly Disagree.

[b] The first five items on the questionnaires collected demographic information from the respondent.

Table B-3 (Continued)

OPINION STATEMENT	ITEM NO.	MEAN RESPONSE FOR PERSONNEL GROUP			
		TEACHERS	PRINCIPALS	CENTRAL OFFICE/SPECIAL GROUPS	SCHOOL BOARD MEMBERS
CDP instructional process makes teaching regimented	35[a]	3.602	2.590	3.549	
CDP in our school system has been positive	36	2.511	3.410	2.615	2.000
The evaluation process is fair and objective	37	2.636		2.943	3.000
CDP should be *eliminated* in North Carolina	38[a]	3.072	2.000	2.830	2.000
CDP should be *retained* but improved in NC	39	3.260	4.077	3.340	5.000
CDP should be *expanded* to other NC school systems	40	2.785	3.872	3.075	3.000
My system has a fair method for selecting OEs	41	2.958	3.436		
My OEs have received sufficient training	42	3.366	3.718		
My OEs have good interpersonal skills	43	3.636	3.872		
My OEs try to understand my feelings about instruction	44	3.594			
Principal tries to understand my feelings about instruction	45	3.746			
My OEs' feedback improves my classroom performance	46	3.291	3.974		
My principal is an effective observer	47	3.789			
My principal is an effective evaluator	48	3.722	4.385		
My OEs are effective observers	49	3.593	3.974		
Principal's year-end decision should not include OEs	50[a]	2.943	2.359		2.000
ETT has provided common language about instruction	51	3.580	4.359	3.604	
ETT has helped improve my classroom instruction	52	3.275	4.231	3.358	4.000
Principal monitors needs identified by observations	53	3.329	4.051		
PDP helped to make me a more effective teacher	54	2.918	3.649	3.278	
CDP encourages discussing instruction and sharing information	55	2.800	3.385	2.889	
Mentors and support teams have helped new teachers	56	3.334	4.211	3.383	4.000
CDP has increased effectiveness of teachers	57	2.975	4.128	3.245	4.000
CDP provides incentives for good teachers to remain	58	2.517	3.487	2.870	4.000
Community believes CDP is helping to improve schools	59	2.577	3.359	2.511	4.000
CDP will help attract more people into teaching	60	2.124	3.154	2.431	3.000
CDP will improve the quality of teaching	61	2.726	3.974	3.037	4.000
CDP will improve the quality of school/district administration	62	2.559	3.795	2.769	4.000
CDP has encouraged teachers to improve teaching	63	3.094	4.128	3.500	4.000
CDP has had a positive effect on students	64	2.372	3.487	2.627	3.000
CDP is identifying and rewarding teachers at CS II	65	2.700	3.897	2.925	4.000
CDP has increased my satisfaction with my career	66	2.328	3.256	2.704	

[a] Reversed scale: For these items, a mean value above 3.0 tends to be negative; a mean value below 3.0 tends to be positive.

Table B-4

Opinions About the Career Development Program Expressed on a Survey of Personnel in Burlington City

		MEAN RESPONSE FOR PERSONNEL GROUP			
OPINION STATEMENT[a]	ITEM No.	TEACHERS	PRINCIPALS	CENTRAL OFFICE/SPECIAL GROUPS	SCHOOL BOARD MEMBERS
TPAI Functions 1-5 are appropriate criteria	6[b]	4.134	4.632	4.104	
TPAI Functions 6-7 are appropriate criteria	7	3.829	4.158		
TPAI Function 8 contains appropriate criteria	8	3.460	4.105		
Pre-observation is necessary for every formal observation	9	3.589	2.211		
Pre-observation is helpful to observer	10	4.287	3.579		
Pre-observation conference is helpful to me	11	3.717			
FODI provides accurate record of teaching performance	12	3.549	4.053		
FODA provides accurate record of observation	13	3.651	4.368		
Post-observation conference provides effective feedback	14	4.090	4.632		
PDP needs are monitored by my principal	15	3.757	4.000	3.875	
Career Status I standards are appropriate	16	3.918	4.200	4.114	
Career Status II standards are stringent enough	17	3.991	2.850	3.878	
Four observations are minimum for *obtaining* CS II	18	3.830	4.250		
Fewer than four observations for *maintaining* CS II	19	3.667	4.000		
I understand the 6-point rating scale for CS	20	4.087	4.650	4.298	
6-point rating scale is appropriate for determining CS	21	3.700	4.400	4.106	
Appeals process used by local panel is fair	22	3.582	4.737	3.929	4.667
Appeals process used by our school board is fair	23	3.592	4.737	3.975	4.667
Local steering committee listens to my concerns	24	3.840	4.474	3.978	4.667
System provided information I need to understand CDP	25	4.279		4.563	4.833
System provided information I need to apply for CDP	26	4.226		4.468	
Principal has been in my classroom more frequently	27	3.323	3.684		
I agree with results of my year-end evaluation	28	3.789	3.800	4.125	
Only CS II teachers should have additional duties	29	2.811	2.650		2.667
Only CS II teachers should work additional time	30	2.327	2.300		2.167
TPAS has improved the teacher evaluation process	31	3.740	4.526		4.333
My system has fair and reasonable procedures for CDP	32	3.985	4.684	4.170	4.833
Pay teachers based on experience and performance	33	4.205	4.800	4.604	4.833
Amount of time required by CDP is reasonable	34	3.728	4.368	3.957	

(continued on next page)

[a] All responses received a numerical value of 1 to 5 as follows:
5 = Strongly Agree; 4 = Agree; 3 = Neither Agree nor Disagree; 2 = Disagree; 1 = Strongly Disagree.

[b] The first five items on the questionnaires collected demographic information from the respondent.

Table B-4 (Continued)

OPINION STATEMENT	ITEM No.	MEAN RESPONSE FOR PERSONNEL GROUP			
		TEACHERS	PRINCIPALS	CENTRAL OFFICE/SPECIAL GROUPS	SCHOOL BOARD MEMBERS
CDP instructional process makes teaching regimented	35[a]	2.876	2.000	2.579	
CDP in our school system has been positive	36	3.734	4.526	4.000	4.833
The evaluation process is fair and objective	37	3.650		3.935	4.333
CDP should be *eliminated* in North Carolina	38[a]	2.139	1.450	1.638	1.000
CDP should be *retained* but improved in NC	39	3.722	3.895	4.130	4.800
CDP should be *expanded* to other NC school systems	40	3.734	4.550	4.170	4.500
My system has a fair method for selecting OEs	41	3.915	4.632		
My OEs have received sufficient training	42	4.115	4.684		
My OEs have good interpersonal skills	43	4.264	4.632		
My OEs try to understand my feelings about instruction	44	4.184			
Principal tries to understand my feelings about instruction	45	3.969			
My OEs' feedback improves my classroom performance	46	3.860	4.105		
My principal is an effective observer	47	4.074			
My principal is an effective evaluator	48	3.988	4.167		
My OEs are effective observers	49	4.213	4.474		
Principal's year-end decision should not include OEs	50[a]	2.225	2.105		1.500
ETT has provided common language about instruction	51	4.088	4.474	4.167	
ETT has helped improve my classroom instruction	52	3.811	4.526	3.864	4.500
Principal monitors needs identified by observations	53	3.785	4.278		
PDP helped to make me a more effective teacher	54	3.485	4.000	3.750	
CDP encourages discussing instruction and sharing information	55	3.394	3.842	3.468	
Mentors and support teams have helped new teachers	56	3.910	4.421	4.024	4.167
CDP has increased effectiveness of teachers	57	3.709	4.450	3.864	4.333
CDP provides incentives for good teachers to remain	58	3.571	4.050	3.696	4.167
Community believes CDP is helping to improve schools	59	3.306	3.650	3.317	3.833
CDP will help attract more people into teaching	60	3.274	4.000	3.711	4.333
CDP will improve the quality of teaching	61	3.694	4.400	4.000	4.500
CDP will improve the quality of school/district administration	62	3.511	4.350	3.791	4.167
CDP has encouraged teachers to improve teaching	63	3.858	4.350	4.065	4.167
CDP has had a positive effect on students	64	3.458	4.300	3.556	4.000
CDP is identifying and rewarding teachers at CS II	65	3.601	4.500	3.841	4.333
CDP has increased my satisfaction with my career	66	3.452	4.000	3.489	

[a] Reversed scale: For these items, a mean value above 3.0 tends to be negative; a mean value below 3.0 tends to be positive.

Table B-5

Opinions About the Career Development Program Expressed on a Survey of Personnel in Edenton-Chowan County

Opinion Statement[a]	Item No.	Mean Response for Personnel Group: Teachers	Principals	Central Office/Special Groups	School Board Members
TPAI Functions 1-5 are appropriate criteria	6[b]	4.008	4.500	4.231	
TPAI Functions 6-7 are appropriate criteria	7	3.559	3.833		
TPAI Function 8 contains appropriate criteria	8	3.230	3.000		
Pre-observation is necessary for every formal observation	9	2.894	3.167		
Pre-observation is helpful to observer	10	3.836	4.167		
Pre-observation conference is helpful to me	11	3.016			
FODI provides accurate record of teaching performance	12	3.465	3.667		
FODA provides accurate record of observation	13	3.571	4.333		
Post-observation conference provides effective feedback	14	4.086	5.000		
PDP needs are monitored by my principal	15	3.465	3.333	3.846	
Career Status I standards are appropriate	16	3.916	4.333	4.167	
Career Status II standards are stringent enough	17	4.039	3.500	4.000	
Four observations are minimum for *obtaining* CS II	18	3.708	4.333		
Fewer than four observations for *maintaining* CS II	19	3.715	4.667		
I understand the 6-point rating scale for CS	20	4.069	4.333	4.308	
6-point rating scale is appropriate for determining CS	21	3.638	4.000	4.077	
Appeals process used by local panel is fair	22	3.487	4.667	3.846	4.714
Appeals process used by our school board is fair	23	3.482	4.667	3.923	4.714
Local steering committee listens to my concerns	24	3.805	4.000	3.917	3.800
System provided information I need to understand CDP	25	4.069		4.385	4.714
System provided information I need to apply for CDP	26	4.217		4.538	
Principal has been in my classroom more frequently	27	3.295	5.000		
I agree with results of my year-end evaluation	28	3.737	4.000	4.083	
Only CS II teachers should have additional duties	29	2.225	2.667		3.200
Only CS II teachers should work additional time	30	1.961	2.500		2.600
TPAS has improved the teacher evaluation process	31	3.617	4.833		3.571
My system has fair and reasonable procedures for CDP	32	3.789	4.833	4.000	4.714
Pay teachers based on experience and performance	33	4.209	4.400	4.538	4.667
Amount of time required by CDP is reasonable	34	3.688	4.333	4.000	

(continued on next page)

[a] All responses received a numerical value of 1 to 5 as follows:
5 = Strongly Agree; 4 = Agree; 3 = Neither Agree nor Disagree; 2 = Disagree; 1 = Strongly Disagree.

[b] The first five items on the questionnaires collected demographic information from the respondent.

Table B-5 (Continued)

OPINION STATEMENT	ITEM NO.	MEAN RESPONSE FOR PERSONNEL GROUP			
		TEACHERS	PRINCIPALS	CENTRAL OFFICE/SPECIAL GROUPS	SCHOOL BOARD MEMBERS
CDP instructional process makes teaching regimented	35[a]	2.583	2.500	2.182	
CDP in our school system has been positive	36	3.576	4.667	3.846	4.167
The evaluation process is fair and objective	37	3.546		3.750	4.167
CDP should be *eliminated* in North Carolina	38[a]	2.085	1.200	1.385	2.000
CDP should be *retained* but improved in NC	39	3.729	4.800	4.077	3.714
CDP should be *expanded* to other NC school systems	40	3.764	4.200	4.231	3.714
My system has a fair method for selecting OEs	41	3.556	4.286		
My OEs have received sufficient training	42	3.882	4.500		
My OEs have good interpersonal skills	43	3.992	4.667		
My OEs try to understand my feelings about instruction	44	3.845			
Principal tries to understand my feelings about instruction	45	4.055			
My OEs' feedback improves my classroom performance	46	3.899	4.833		
My principal is an effective observer	47	4.163			
My principal is an effective evaluator	48	4.094	4.667		
My OEs are effective observers	49	4.047	4.667		
Principal's year-end decision should not include OEs	50[a]	2.562	1.667		2.333
ETT has provided common language about instruction	51	4.099	4.571	4.385	
ETT has helped improve my classroom instruction	52	3.806	4.625	4.308	4.286
Principal monitors needs identified by observations	53	3.841	3.875		
PDP helped to make me a more effective teacher	54	3.682	4.250	3.923	
CDP encourages discussing instruction and sharing information	55	3.344	4.375	3.667	
Mentors and support teams have helped new teachers	56	3.605	4.625	3.545	3.800
CDP has increased effectiveness of teachers	57	3.570	4.625	3.917	4.000
CDP provides incentives for good teachers to remain	58	3.457	4.000	3.615	4.333
Community believes CDP is helping to improve schools	59	3.311	3.833	3.667	3.143
CDP will help attract more people into teaching	60	3.165	4.000	3.917	3.667
CDP will improve the quality of teaching	61	3.591	4.625	4.000	4.143
CDP will improve the quality of school/district administration	62	3.455	4.750	3.769	4.167
CDP has encouraged teachers to improve teaching	63	3.785	4.625	4.231	4.333
CDP has had a positive effect on students	64	3.457	4.143	3.692	4.167
CDP is identifying and rewarding teachers at CS II	65	3.508	4.625	4.077	4.200
CDP has increased my satisfaction with my career	66	3.358	4.429	3.923	

[a] Reversed scale: For these items, a mean value above 3.0 tends to be negative; a mean value below 3.0 tends to be positive.

Table B-6

Opinions About the Career Development Program Expressed on a Survey of Personnel in Greene County

OPINION STATEMENT[a]	ITEM NO.	MEAN RESPONSE FOR PERSONNEL GROUP			
		TEACHERS	PRINCIPALS	CENTRAL OFFICE/SPECIAL GROUPS	SCHOOL BOARD MEMBERS
TPAI Functions 1-5 are appropriate criteria	6[b]	3.342	4.333	3.526	
TPAI Functions 6-7 are appropriate criteria	7	2.932	3.889		
TPAI Function 8 contains appropriate criteria	8	2.849	3.667		
Pre-observation is necessary for every formal observation	9	3.815	4.111		
Pre-observation is helpful to observer	10	4.178	4.333		
Pre-observation conference is helpful to me	11	3.582			
FODI provides accurate record of teaching performance	12	2.735	4.111		
FODA provides accurate record of observation	13	2.861	3.667		
Post-observation conference provides effective feedback	14	3.384	4.111		
PDP needs are monitored by my principal	15	3.431	3.444	3.667	
Career Status I standards are appropriate	16	3.537	4.000	3.278	
Career Status II standards are stringent enough	17	3.855	2.889	3.294	
Four observations are minimum for *obtaining* CS II	18	3.365	3.556		
Fewer than four observations for *maintaining* CS II	19	4.264	3.444		
I understand the 6-point rating scale for CS	20	3.561	4.111	3.842	
6-point rating scale is appropriate for determining CS	21	2.944	3.333	3.263	
Appeals process used by local panel is fair	22	2.892	4.111	3.471	4.000
Appeals process used by our school board is fair	23	3.007	4.111	3.529	4.000
Local steering committee listens to my concerns	24	3.589	4.444	4.000	3.750
System provided information I need to understand CDP	25	3.810		4.389	4.400
System provided information I need to apply for CDP	26	4.178		4.421	
Principal has been in my classroom more frequently	27	3.087	3.778		
I agree with results of my year-end evaluation	28	3.463	3.444	4.263	
Only CS II teachers should have additional duties	29	2.709	3.000		3.600
Only CS II teachers should work additional time	30	2.469	3.222		3.000
TPAS has improved the teacher evaluation process	31	2.694	4.111		3.800
My system has fair and reasonable procedures for CDP	32	3.290	4.111	3.895	4.000
Pay teachers based on experience and performance	33	3.925	4.444	4.421	4.000
Amount of time required by CDP is reasonable	34	2.884	3.667	3.000	

(continued on next page)

[a] All responses received a numerical value of 1 to 5 as follows:
5 = Strongly Agree; 4 = Agree; 3 = Neither Agree nor Disagree; 2 = Disagree; 1 = Strongly Disagree.

[b] The first five items on the questionnaires collected demographic information from the respondent.

Table B-6 (Continued)

OPINION STATEMENT	ITEM No.	MEAN RESPONSE FOR PERSONNEL GROUP			
		TEACHERS	PRINCIPALS	CENTRAL OFFICE/SPECIAL GROUPS	SCHOOL BOARD MEMBERS
CDP instructional process makes teaching regimented	35[a]	3.733	2.222	3.421	
CDP in our school system has been positive	36	2.548	3.667	2.944	3.200
The evaluation process is fair and objective	37	2.683		3.111	3.800
CDP should be *eliminated* in North Carolina	38[a]	2.986	2.222	2.167	1.800
CDP should be *retained* but improved in NC	39	3.171	3.778	4.053	4.800
CDP should be *expanded* to other NC school systems	40	2.769	3.778	3.579	4.000
My system has a fair method for selecting OEs	41	2.720	3.889		
My OEs have received sufficient training	42	3.366	4.333		
My OEs have good interpersonal skills	43	3.254	4.222		
My OEs try to understand my feelings about instruction	44	3.082			
Principal tries to understand my feelings about instruction	45	3.959			
My OEs' feedback improves my classroom performance	46	2.821	3.778		
My principal is an effective observer	47	3.931			
My principal is an effective evaluator	48	3.800	4.222		
My OEs are effective observers	49	3.099	4.000		
Principal's year-end decision should not include OEs	50[a]	3.014	2.333		3.600
ETT has provided common language about instruction	51	3.764	4.111	3.895	
ETT has helped improve my classroom instruction	52	3.275	4.000	3.056	4.000
Principal monitors needs identified by observations	53	3.618	3.889		
PDP helped to make me a more effective teacher	54	2.641	3.444	3.056	
CDP encourages discussing instruction and sharing information	55	3.218	3.556	3.000	
Mentors and support teams have helped new teachers	56	3.194	3.875	3.000	4.200
CDP has increased effectiveness of teachers	57	2.738	4.000	3.368	4.000
CDP provides incentives for good teachers to remain	58	2.514	3.333	2.895	4.000
Community believes CDP is helping to improve schools	59	2.701	3.333	2.947	3.600
CDP will help attract more people into teaching	60	2.216	3.111	2.947	4.000
CDP will improve the quality of teaching	61	2.581	3.778	3.263	4.000
CDP will improve the quality of school/district administration	62	2.563	3.556	3.211	3.600
CDP has encouraged teachers to improve teaching	63	3.054	3.889	3.684	4.400
CDP has had a positive effect on students	64	2.304	3.778	2.632	3.800
CDP is identifying and rewarding teachers at CS II	65	2.690	3.889	3.111	4.000
CDP has increased my satisfaction with my career	66	2.384	3.556	2.526	

[a] Reversed scale: For these items, a mean value above 3.0 tends to be negative; a mean value below 3.0 tends to be positive.

Table B-7

Opinions About the Career Development Program Expressed on a Survey of Personnel in Harnett County

Opinion Statement[a]	Item No.	Mean Response for Personnel Group: Teachers	Principals	Central Office/Special Groups	School Board Members
TPAI Functions 1-5 are appropriate criteria	6[b]	3.849	4.171	3.712	-
TPAI Functions 6-7 are appropriate criteria	7	3.517	3.771		-
TPAI Function 8 contains appropriate criteria	8	3.227	3.800		-
Pre-observation is necessary for every formal observation	9	3.469	2.806		-
Pre-observation is helpful to observer	10	3.955	3.667		-
Pre-observation conference is helpful to me	11	3.497			-
FODI provides accurate record of teaching performance	12	3.181	3.694		-
FODA provides accurate record of observation	13	3.339	3.722		-
Post-observation conference provides effective feedback	14	3.786	4.139		-
PDP needs are monitored by my principal	15	3.576	3.771	3.706	-
Career Status I standards are appropriate	16	3.670	3.944	3.625	-
Career Status II standards are stringent enough	17	3.920	3.639	3.383	-
Four observations are minimum for *obtaining* CS II	18	3.583	3.611		-
Fewer than four observations for *maintaining* CS II	19	3.902	3.583		-
I understand the 6-point rating scale for CS	20	3.832	3.972	3.918	-
6-point rating scale is appropriate for determining CS	21	3.330	3.556	3.408	-
Appeals process used by local panel is fair	22	3.237	3.875	3.595	4.000
Appeals process used by our school board is fair	23	3.256	3.875	3.595	4.000
Local steering committee listens to my concerns	24	3.538	3.677	4.044	3.333
System provided information I need to understand CDP	25	3.864		3.939	5.000
System provided information I need to apply for CDP	26	3.991		4.286	
Principal has been in my classroom more frequently	27	3.091	3.088		-
I agree with results of my year-end evaluation	28	3.681	3.645	3.962	-
Only CS II teachers should have additional duties	29	2.636	2.667		3.667
Only CS II teachers should work additional time	30	2.325	2.583		2.667
TPAS has improved the teacher evaluation process	31	3.256	3.917		4.333
My system has fair and reasonable procedures for CDP	32	3.646	4.167	3.920	4.000
Pay teachers based on experience and performance	33	4.025	4.472	4.327	4.000
Amount of time required by CDP is reasonable	34	3.435	3.686	3.588	

(continued on next page)

[a] All responses received a numerical value of 1 to 5 as follows:
5 = Strongly Agree; 4 = Agree; 3 = Neither Agree nor Disagree; 2 = Disagree; 1 = Strongly Disagree.

[b] The first five items on the questionnaires collected demographic information from the respondent.

Table B-7 (Continued)

OPINION STATEMENT	ITEM No.	MEAN RESPONSE FOR PERSONNEL GROUP			
		TEACHERS	PRINCIPALS	CENTRAL OFFICE/SPECIAL GROUPS	SCHOOL BOARD MEMBERS
CDP instructional process makes teaching regimented	35[a]	3.393	2.914	3.137	
CDP in our school system has been positive	36	3.106	3.636	3.346	4.333
The evaluation process is fair and objective	37	3.149		3.327	3.333
CDP should be *eliminated* in North Carolina	38[a]	2.767	2.229	2.380	1.333
CDP should be *retained* but improved in NC	39	3.454	3.886	3.922	4.333
CDP should be *expanded* to other NC school systems	40	3.364	3.765	3.596	3.667
My system has a fair method for selecting OEs	41	3.294	3.514		
My OEs have received sufficient training	42	3.766	4.000		
My OEs have good interpersonal skills	43	3.951	4.029		
My OEs try to understand my feelings about instruction	44	3.919			
Principal tries to understand my feelings about instruction	45	3.910			
My OEs' feedback improves my classroom performance	46	3.764	4.029		
My principal is an effective observer	47	3.952			
My principal is an effective evaluator	48	3.857	4.139		
My OEs are effective observers	49	3.951	4.143		
Principal's year-end decision should not include OEs	50[a]	2.763	2.778		2.000
ETT has provided common language about instruction	51	3.848	4.278	4.094	
ETT has helped improve my classroom instruction	52	3.560	4.222	3.765	4.000
Principal monitors needs identified by observations	53	3.618	4.029		
PDP helped to make me a more effective teacher	54	3.155	3.444	3.294	
CDP encourages discussing instruction and sharing information	55	3.114	3.400	3.314	
Mentors and support teams have helped new teachers	56	3.466	3.971	3.783	3.667
CDP has increased effectiveness of teachers	57	3.201	3.944	3.540	4.000
CDP provides incentives for good teachers to remain	58	2.914	3.167	3.275	2.667
Community believes CDP is helping to improve schools	59	2.957	3.353	3.208	3.667
CDP will help attract more people into teaching	60	2.452	2.971	3.100	3.667
CDP will improve the quality of teaching	61	3.118	3.944	3.520	3.667
CDP will improve the quality of school/district administration	62	3.043	3.556	3.229	3.333
CDP has encouraged teachers to improve teaching	63	3.404	4.029	3.860	3.667
CDP has had a positive effect on students	64	2.961	3.528	3.208	3.333
CDP is identifying and rewarding teachers at CS II	65	3.145	3.833	3.306	3.667
CDP has increased my satisfaction with my career	66	2.796	3.114	3.120	

[a] **Reversed scale: For these items, a mean value above 3.0 tends to be negative; a mean value below 3.0 tends to be positive.**

Table B-8

Opinions About the Career Development Program Expressed on a Survey of Personnel in Haywood County

Opinion Statement[a]	Item No.	Mean Response for Personnel Group			
		Teachers	Principals	Central Office/Special Groups	School Board Members
TPAI Functions 1-5 are appropriate criteria	6[b]	3.823	4.320	3.742	
TPAI Functions 6-7 are appropriate criteria	7	3.344	3.875		
TPAI Function 8 contains appropriate criteria	8	3.078	4.240		
Pre-observation is necessary for every formal observation	9	3.340	2.080		
Pre-observation is helpful to observer	10	3.964	3.360		
Pre-observation conference is helpful to me	11	3.432			
FODI provides accurate record of teaching performance	12	3.103	3.920		
FODA provides accurate record of observation	13	3.215	3.960		
Post-observation conference provides effective feedback	14	3.695	4.240		
PDP needs are monitored by my principal	15	3.136	3.640	3.515	
Career Status I standards are appropriate	16	3.650	4.320	3.563	
Career Status II standards are stringent enough	17	3.782	3.560	3.379	
Four observations are minimum for *obtaining* CS II	18	3.678	4.120		
Fewer than four observations for *maintaining* CS II	19	3.573	3.760		
I understand the 6-point rating scale for CS	20	3.722	3.720	3.875	
6-point rating scale is appropriate for determining CS	21	3.323	2.800	3.469	
Appeals process used by local panel is fair	22	2.975	4.375	3.586	4.714
Appeals process used by our school board is fair	23	3.000	4.125	3.679	4.857
Local steering committee listens to my concerns	24	3.657	4.292	3.867	4.833
System provided information I need to understand CDP	25	3.873		4.063	4.857
System provided information I need to apply for CDP	26	3.975		4.182	
Principal has been in my classroom more frequently	27	3.327	3.792		
I agree with results of my year-end evaluation	28	3.473	3.520	3.710	
Only CS II teachers should have additional duties	29	2.347	1.800		3.429
Only CS II teachers should work additional time	30	2.159	1.880		2.143
TPAS has improved the teacher evaluation process	31	3.289	4.200		4.286
My system has fair and reasonable procedures for CDP	32	3.546	4.360	3.848	4.857
Pay teachers based on experience and performance	33	3.829	4.200	3.912	4.714
Amount of time required by CDP is reasonable	34	3.527	4.080	3.727	

(continued on next page)

[a] All responses received a numerical value of 1 to 5 as follows:
5 = Strongly Agree; 4 = Agree; 3 = Neither Agree nor Disagree; 2 = Disagree; 1 = Strongly Disagree.

[b] The first five items on the questionnaires collected demographic information from the respondent.

Table B-8 (Continued)

OPINION STATEMENT	ITEM No.	MEAN RESPONSE FOR PERSONNEL GROUP			
		TEACHERS	PRINCIPALS	CENTRAL OFFICE/SPECIAL GROUPS	SCHOOL BOARD MEMBERS
CDP instructional process makes teaching regimented	35[a]	3.234	2.640	2.909	
CDP in our school system has been positive	36	3.017	3.840	3.394	4.000
The evaluation process is fair and objective	37	3.000		3.406	4.286
CDP should be *eliminated* in North Carolina	38[a]	2.889	2.320	2.563	1.429
CDP should be *retained* but improved in NC	39	3.200	3.760	3.406	4.143
CDP should be *expanded* to other NC school systems	40	3.084	3.760	3.375	4.286
My system has a fair method for selecting OEs	41	3.423	4.200		
My OEs have received sufficient training	42	3.698	4.200		
My OEs have good interpersonal skills	43	3.730	4.040		
My OEs try to understand my feelings about instruction	44	3.600			
Principal tries to understand my feelings about instruction	45	3.973			
My OEs' feedback improves my classroom performance	46	3.400	4.040		
My principal is an effective observer	47	4.005			
My principal is an effective evaluator	48	3.920	4.160		
My OEs are effective observers	49	3.672	3.960		
Principal's year-end decision should not include OEs	50[a]	2.920	2.880		1.429
ETT has provided common language about instruction	51	3.818	4.400	3.971	
ETT has helped improve my classroom instruction	52	3.522	4.480	4.029	4.714
Principal monitors needs identified by observations	53	3.526	4.040		
PDP helped to make me a more effective teacher	54	2.926	3.360	3.471	
CDP encourages discussing instruction and sharing information	55	3.037	3.250	3.182	
Mentors and support teams have helped new teachers	56	3.147	3.920	3.250	4.667
CDP has increased effectiveness of teachers	57	3.182	4.000	3.382	4.714
CDP provides incentives for good teachers to remain	58	2.990	3.208	3.147	4.429
Community believes CDP is helping to improve schools	59	2.961	3.520	3.121	3.857
CDP will help attract more people into teaching	60	2.558	3.200	2.941	4.143
CDP will improve the quality of teaching	61	3.094	4.042	3.324	4.429
CDP will improve the quality of school/district administration	62	2.876	3.640	3.088	4.000
CDP has encouraged teachers to improve teaching	63	3.377	4.360	3.735	4.714
CDP has had a positive effect on students	64	2.840	3.792	3.088	3.857
CDP is identifying and rewarding teachers at CS II	65	2.827	3.720	3.121	4.143
CDP has increased my satisfaction with my career	66	2.695	3.200	2.909	

[a] **Reversed scale:** For these items, a mean value above 3.0 tends to be negative; a mean value below 3.0 tends to be positive.

Table B-9

Opinions About the Career Development Program Expressed on a Survey of Personnel in Montgomery County

OPINION STATEMENT[a]	ITEM NO.	MEAN RESPONSE FOR PERSONNEL GROUP			
		TEACHERS	PRINCIPALS	CENTRAL OFFICE/SPECIAL GROUPS	SCHOOL BOARD MEMBERS
TPAI Functions 1-5 are appropriate criteria	6[b]	3.808	4.333	3.913	
TPAI Functions 6-7 are appropriate criteria	7	3.353	3.800		
TPAI Function 8 contains appropriate criteria	8	3.096	3.429		
Pre-observation is necessary for every formal observation	9	3.072	2.143		
Pre-observation is helpful to observer	10	3.683	3.500		
Pre-observation conference is helpful to me	11	3.230			
FODI provides accurate record of teaching performance	12	3.030	4.067		
FODA provides accurate record of observation	13	3.067	4.143		
Post-observation conference provides effective feedback	14	3.653	4.333		
PDP needs are monitored by my principal	15	3.427	3.714	3.708	
Career Status I standards are appropriate	16	3.641	4.333	3.783	
Career Status II standards are stringent enough	17	3.876	3.000	3.826	
Four observations are minimum for *obtaining* CS II	18	3.576	4.000		
Fewer than four observations for *maintaining* CS II	19	3.991	4.067		
I understand the 6-point rating scale for CS	20	3.842	4.400	4.292	
6-point rating scale is appropriate for determining CS	21	3.516	3.800	4.000	
Appeals process used by local panel is fair	22	3.184	4.000	3.500	4.000
Appeals process used by our school board is fair	23	3.157	3.800	3.318	4.600
Local steering committee listens to my concerns	24	3.696	4.357	4.045	4.400
System provided information I need to understand CDP	25	3.756		4.231	4.600
System provided information I need to apply for CDP	26	3.924		4.346	
Principal has been in my classroom more frequently	27	2.985	3.733		
I agree with results of my year-end evaluation	28	3.620	3.929	4.083	
Only CS II teachers should have additional duties	29	2.750	2.800		3.800
Only CS II teachers should work additional time	30	2.192	2.533		3.400
TPAS has improved the teacher evaluation process	31	3.363	4.533		4.000
My system has fair and reasonable procedures for CDP	32	3.522	4.567	4.240	4.200
Pay teachers based on experience and performance	33	4.000	4.600	4.346	4.800
Amount of time required by CDP is reasonable	34	3.535	4.133	3.875	

(continued on next page)

[a] All responses received a numerical value of 1 to 5 as follows:
5 = Strongly Agree; 4 = Agree; 3 = Neither Agree nor Disagree; 2 = Disagree; 1 = Strongly Disagree.

[b] The first five items on the questionnaires collected demographic information from the respondent.

Table B-9 ((Continued)

OPINION STATEMENT	ITEM No.	MEAN RESPONSE FOR PERSONNEL GROUP			
		TEACHERS	PRINCIPALS	CENTRAL OFFICE/SPECIAL GROUPS	SCHOOL BOARD MEMBERS
CDP instructional process makes teaching regimented	35*	3.372	2.067	2.962	
CDP in our school system has been positive	36	3.075	4.067	3.360	3.200
The evaluation process is fair and objective	37	3.070		3.720	3.800
CDP should be *eliminated* in North Carolina	38*	2.474	1.333	1.692	2.200
CDP should be *retained* but improved in NC	39	3.636	4.467	4.077	4.000
CDP should be *expanded* to other NC school systems	40	3.546	4.467	3.880	3.800
My system has a fair method for selecting OEs	41	2.847	3.733		
My OEs have received sufficient training	42	3.429	4.267		
My OEs have good interpersonal skills	43	3.595	4.133		
My OEs try to understand my feelings about instruction	44	3.343			
Principal tries to understand my feelings about instruction	45	3.748			
My OEs' feedback improves my classroom performance	46	3.472	4.267		
My principal is an effective observer	47	3.855			
My principal is an effective evaluator	48	3.732	4.467		
My OEs are effective observers	49	3.631	4.000		
Principal's year-end decision should not include OEs	50*	2.683	2.467		1.400
ETT has provided common language about instruction	51	3.836	4.667	4.400	
ETT has helped improve my classroom instruction	52	3.638	4.400	4.115	4.600
Principal monitors needs identified by observations	53	3.481	3.867		
PDP helped to make me a more effective teacher	54	3.159	3.643	3.720	
CDP encourages discussing instruction and sharing information	55	3.142	3.533	3.708	
Mentors and support teams have helped new teachers	56	3.505	4.267	4.000	3.800
CDP has increased effectiveness of teachers	57	3.406	4.267	4.080	3.800
CDP provides incentives for good teachers to remain	58	3.095	3.733	3.760	4.200
Community believes CDP is helping to improve schools	59	3.005	3.867	3.280	3.000
CDP will help attract more people into teaching	60	2.650	3.933	3.423	3.800
CDP will improve the quality of teaching	61	3.312	4.267	4.038	4.200
CDP will improve the quality of school/district administration	62	3.029	4.000	3.500	3.800
CDP has encouraged teachers to improve teaching	63	3.619	4.533	3.846	4.200
CDP has had a positive effect on students	64	2.930	4.200	3.692	3.600
CDP is identifying and rewarding teachers at CS II	65	3.301	4.267	3.769	4.000
CDP has increased my satisfaction with my career	66	2.886	4.133	3.577	

*Reversed scale: For these items, a mean value above 3.0 tends to be negative; a mean value below 3.0 tends to be positive.

Table B-10

Opinions About the Career Development Program Expressed on a Survey of Personnel in New Hanover County

OPINION STATEMENT[a]	ITEM No.	MEAN RESPONSE FOR PERSONNEL GROUP			
		TEACHERS	PRINCIPALS	CENTRAL OFFICE/SPECIAL GROUPS	SCHOOL BOARD MEMBERS
TPAI Functions 1-5 are appropriate criteria	6[b]	3.475	4.417	3.471	
TPAI Functions 6-7 are appropriate criteria	7	3.163	3.933		
TPAI Function 8 contains appropriate criteria	8	2.934	3.967		
Pre-observation is necessary for every formal observation	9	3.949	2.517		
Pre-observation is helpful to observer	10	4.323	3.833		
Pre-observation conference is helpful to me	11	3.922			
FODI provides accurate record of teaching performance	12	2.915	4.067		
FODA provides accurate record of observation	13	3.073	4.133		
Post-observation conference provides effective feedback	14	3.627	4.333		
PDP needs are monitored by my principal	15	3.235	3.842	3.644	
Career Status I standards are appropriate	16	3.390	4.250	3.597	
Career Status II standards are stringent enough	17	3.909	3.356	3.384	
Four observations are minimum for *obtaining* CS II	18	3.548	4.150		
Fewer than four observations for *maintaining* CS II	19	3.926	3.250		
I understand the 6-point rating scale for CS	20	3.666	4.533	3.884	
6-point rating scale is appropriate for determining CS	21	3.161	4.000	3.349	
Appeals process used by local panel is fair	22	2.892	4.356	3.348	3.000
Appeals process used by our school board is fair	23	2.879	3.754	3.206	3.500
Local steering committee listens to my concerns	24	3.307	3.792	3.515	3.000
System provided information I need to understand CDP	25	3.642		3.976	4.500
System provided information I need to apply for CDP	26	3.843		4.118	
Principal has been in my classroom more frequently	27	3.011	3.542		
I agree with results of my year-end evaluation	28	3.558	3.625	3.763	
Only CS II teachers should have additional duties	29	2.558	2.750		2.500
Only CS II teachers should work additional time	30	2.292	2.833		2.500
TPAS has improved the teacher evaluation process	31	2.972	4.417		3.500
My system has fair and reasonable procedures for CDP	32	3.242	4.267	3.612	4.000
Pay teachers based on experience and performance	33	3.952	4.550	4.184	4.000
Amount of time required by CDP is reasonable	34	3.187	4.172	3.212	

(continued on next page)

[a] All responses received a numerical value of 1 to 5 as follows:
5 = Strongly Agree; 4 = Agree; 3 = Neither Agree nor Disagree; 2 = Disagree; 1 = Strongly Disagree.

[b] The first five items on the questionnaires collected demographic information from the respondent.

Table B-10 (Continued)

OPINION STATEMENT	ITEM No.	MEAN RESPONSE FOR PERSONNEL GROUP			
		TEACHERS	PRINCIPALS	CENTRAL OFFICE/SPECIAL GROUPS	SCHOOL BOARD MEMBERS
CDP instructional process makes teaching regimented	35[a]	3.622	2.017	3.244	
CDP in our school system has been positive	36	2.573	3.800	3.023	3.500
The evaluation process is fair and objective	37	2.712		3.082	3.000
CDP should be *eliminated* in North Carolina	38[a]	2.865	1.667	2.259	2.500
CDP should be *retained* but improved in NC	39	3.366	3.983	3.694	4.500
CDP should be *expanded* to other NC school systems	40	3.102	4.167	3.518	4.000
My system has a fair method for selecting OEs	41	3.267	4.000		
My OEs have received sufficient training	42	3.547	4.293		
My OEs have good interpersonal skills	43	3.731	4.102		
My OEs try to understand my feelings about instruction	44	3.650			
Principal tries to understand my feelings about instruction	45	3.754			
My OEs' feedback improves my classroom performance	46	3.409	4.000		
My principal is an effective observer	47	3.846			
My principal is an effective evaluator	48	3.762	4.500		
My OEs are effective observers	49	3.718	4.220		
Principal's year-end decision should not include OEs	50[a]	2.453	1.932		2.000
ETT has provided common language about instruction	51	3.586	4.397	3.788	
ETT has helped improve my classroom instruction	52	3.091	4.305	3.429	4.000
Principal monitors needs identified by observations	53	3.365	4.086		
PDP helped to make me a more effective teacher	54	2.874	3.763	3.176	
CDP encourages discussing instruction and sharing information	55	2.847	3.328	3.048	
Mentors and support teams have helped new teachers	56	3.399	4.182	3.763	3.500
CDP has increased effectiveness of teachers	57	2.901	4.169	3.341	4.000
CDP provides incentives for good teachers to remain	58	2.636	3.712	3.140	3.500
Community believes CDP is helping to improve schools	59	2.865	3.500	3.061	3.000
CDP will help attract more people into teaching	60	2.273	3.424	2.776	3.500
CDP will improve the quality of teaching	61	2.811	4.083	3.337	4.000
CDP will improve the quality of school/district administration	62	2.616	3.800	2.871	3.500
CDP has encouraged teachers to improve teaching	63	3.122	4.233	3.477	4.000
CDP has had a positive effect on students	64	2.581	3.883	2.940	3.000
CDP is identifying and rewarding teachers at CS II	65	2.847	4.050	3.094	3.500
CDP has increased my satisfaction with my career	66	2.451	3.667	2.833	

[a] Reversed scale: For these items, a mean value above 3.0 tends to be negative; a mean value below 3.0 tends to be positive.

Table B-11

Opinions About the Career Development Program Expressed on a Survey of Personnel in Orange County

OPINION STATEMENT[a]	ITEM No.	MEAN RESPONSE FOR PERSONNEL GROUP: TEACHERS	PRINCIPALS	CENTRAL OFFICE/SPECIAL GROUPS	SCHOOL BOARD MEMBERS
TPAI Functions 1-5 are appropriate criteria	6[b]	3.587	4.412	3.738	
TPAI Functions 6-7 are appropriate criteria	7	3.228	4.000		
TPAI Function 8 contains appropriate criteria	8	3.054	4.118		
Pre-observation is necessary for every formal observation	9	3.309	1.824		
Pre-observation is helpful to observer	10	3.964	3.059		
Pre-observation conference is helpful to me	11	3.348			
FODI provides accurate record of teaching performance	12	2.950	3.765		
FODA provides accurate record of observation	13	3.032	4.000		
Post-observation conference provides effective feedback	14	3.583	3.824		
PDP needs are monitored by my principal	15	3.489	3.765	3.860	
Career Status I standards are appropriate	16	3.442	3.882	3.763	
Career Status II standards are stringent enough	17	4.011	3.765	3.459	
Four observations are minimum for *obtaining* CS II	18	3.325	4.059		
Fewer than four observations for *maintaining* CS II	19	4.125	4.059		
I understand the 6-point rating scale for CS	20	3.618	4.235	3.925	
6-point rating scale is appropriate for determining CS	21	3.114	3.500	3.429	
Appeals process used by local panel is fair	22	2.969	3.941	3.462	4.000
Appeals process used by our school board is fair	23	2.977	3.588	3.359	4.143
Local steering committee listens to my concerns	24	3.571	3.813	3.974	4.286
System provided information I need to understand CDP	25	3.767		4.262	4.571
System provided information I need to apply for CDP	26	3.946		4.293	
Principal has been in my classroom more frequently	27	2.955	3.176		
I agree with results of my year-end evaluation	28	3.402	3.471	4.049	
Only CS II teachers should have additional duties	29	2.340	2.529		2.857
Only CS II teachers should work additional time	30	2.067	2.294		1.857
TPAS has improved the teacher evaluation process	31	2.877	4.118		3.714
My system has fair and reasonable procedures for CDP	32	3.343	4.000	3.738	4.143
Pay teachers based on experience and performance	33	4.067	4.353	4.488	5.000
Amount of time required by CDP is reasonable	34	3.014	3.688	3.628	

(continued on next page)

[a] All responses received a numerical value of 1 to 5 as follows:
5 = Strongly Agree; 4 = Agree; 3 = Neither Agree nor Disagree; 2 = Disagree; 1 = Strongly Disagree.

[b] The first five items on the questionnaires collected demographic information from the respondent.

Table B-11 (Continued)

OPINION STATEMENT	ITEM No.	MEAN RESPONSE FOR PERSONNEL GROUP			
		TEACHERS	PRINCIPALS	CENTRAL OFFICE/SPECIAL GROUPS	SCHOOL BOARD MEMBERS
CDP instructional process makes teaching regimented	35[a]	3.679	2.412	2.786	
CDP in our school system has been positive	36	2.616	3.412	3.163	3.000
The evaluation process is *fair and objective*	37	2.784		3.233	3.714
CDP should be *eliminated* in North Carolina	38[a]	2.986	1.824	2.357	1.143
CDP should be *retained* but improved in NC	39	3.449	4.059	3.667	4.857
CDP should be *expanded* to other NC school systems	40	3.004	4.059	3.500	4.429
My system has a *fair* method for selecting OEs	41	3.219	4.000		
My OEs have received sufficient training	42	3.473	3.941		
My OEs have good interpersonal skills	43	3.558	3.882		
My OEs try to understand my *feelings* about instruction	44	3.422			
Principal tries to understand my feelings about instruction	45	3.604			
My OEs' feedback improves my classroom performance	46	3.321	3.824		
My principal is an effective observer	47	3.789			
My principal is an effective evaluator	48	3.713	4.353		
My OEs are effective observers	49	3.579	3.882		
Principal's year-end decision should not include OEs	50[a]	2.567	2.235		1.429
ETT has provided common language about instruction	51	3.622	4.176	4.070	
ETT has helped improve my classroom instruction	52	2.961	4.059	3.721	4.286
Principal monitors needs identified by observations	53	3.324	3.882		
PDP helped to make me a more effective teacher	54	2.879	3.353	3.558	
CDP encourages discussing instruction and sharing information	55	2.794	3.235	3.186	
Mentors and support teams have helped new teachers	56	3.132	4.235	3.619	3.857
CDP has increased effectiveness of teachers	57	2.715	3.706	3.452	3.857
CDP provides incentives for good teachers to remain	58	2.332	3.000	3.209	3.429
Community believes CDP is helping to improve schools	59	2.724	3.294	3.079	3.143
CDP will help attract more people into teaching	60	2.106	3.235	2.854	3.429
CDP will improve the quality of teaching	61	2.541	3.647	3.512	4.000
CDP will improve the quality of school/district administration	62	2.571	3.471	3.381	3.857
CDP has encouraged teachers to improve teaching	63	2.889	3.647	3.732	4.000
CDP has had a positive effect on students	64	2.464	3.471	3.140	3.857
CDP is identifying and rewarding teachers at CS II	65	2.858	3.529	3.349	4.571
CDP has increased my satisfaction with my career	66	2.247	3.412	2.814	

[a] Reversed scale: For these items, a mean value above 3.0 tends to be negative; a mean value below 3.0 tends to be positive.

Table B-12

Opinions About the Career Development Program Expressed on a Survey of Personnel in Perquimans County

Opinion Statement[a]	Item No.	Mean Response for Personnel Group: Teachers	Principals	Central Office/Special Groups	School Board Members
TPAI Functions 1-5 are appropriate criteria	6[b]	4.097	4.333	3.700	
TPAI Functions 6-7 are appropriate criteria	7	3.602	3.667		
TPAI Function 8 contains appropriate criteria	8	3.261	3.667		
Pre-observation is necessary for every formal observation	9	3.108	1.500		
Pre-observation is helpful to observer	10	4.033	3.500		
Pre-observation conference is helpful to me	11	3.438			
FODI provides accurate record of teaching performance	12	3.500	3.833		
FODA provides accurate record of observation	13	3.576	3.333		
Post-observation conference provides effective feedback	14	3.890	3.500		
PDP needs are monitored by my principal	15	3.461	3.167	3.800	
Career Status I standards are appropriate	16	3.637	3.500	4.000	
Career Status II standards are stringent enough	17	3.692	2.500	3.800	
Four observations are minimum for *obtaining* CS II	18	3.478	3.667		
Fewer than four observations for *maintaining* CS II	19	3.424	4.000		
I understand the 6-point rating scale for CS	20	3.926	4.000	4.500	
6-point rating scale is appropriate for determining CS	21	3.419	4.000	3.700	
Appeals process used by local panel is fair	22	3.071	4.000	3.300	4.200
Appeals process used by our school board is fair	23	3.084	4.000	3.500	4.200
Local steering committee listens to my concerns	24	3.761	3.667	3.700	4.200
System provided information I need to understand CDP	25	3.789		3.900	4.600
System provided information I need to apply for CDP	26	3.944		4.000	
Principal has been in my classroom more frequently	27	3.429	2.833		
I agree with results of my year-end evaluation	28	3.703	3.333	4.000	
Only CS II teachers should have additional duties	29	2.085	1.667		2.200
Only CS II teachers should work additional time	30	2.011	1.667		1.800
TPAS has improved the teacher evaluation process	31	3.457	4.167		4.400
My system has fair and reasonable procedures for CDP	32	3.551	3.667	3.667	4.400
Pay teachers based on experience and performance	33	4.033	4.167	4.400	4.800
Amount of time required by CDP is reasonable	34	3.495	3.167	4.000	

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[a] All responses received a numerical value of 1 to 5 as follows:
5 = Strongly Agree; 4 = Agree; 3 = Neither Agree nor Disagree; 2 = Disagree; 1 = Strongly Disagree.

[b] The first five items on the questionnaires collected demographic information from the respondent.

Table B-13 (Continued)

		MEAN RESPONSE FOR PERSONNEL GROUP			
OPINION STATEMENT	ITEM No.	TEACHERS	PRINCIPALS	CENTRAL OFFICE/SPECIAL GROUPS	SCHOOL BOARD MEMBERS
CDP instructional process makes teaching regimented	35[a]	2.747	2.667	2.500	
CDP in our school system has been positive	36	2.904	3.500	3.000	4.400
The evaluation process is fair and objective	37	3.140		3.400	4.400
CDP should be *eliminated* in North Carolina	38[a]	2.785	2.000	1.800	1.600
CDP should be *retained* but improved in NC	39	3.576	4.167	3.900	3.750
CDP should be *expanded* to other NC school systems	40	3.376	3.667	3.600	4.400
My system has a fair method for selecting OEs	41	3.056	3.667		
My OEs have received sufficient training	42	3.725	4.167		
My OEs have good interpersonal skills	43	3.783	3.667		
My OEs try to understand my feelings about instruction	44	3.775			
Principal tries to understand my feelings about instruction	45	4.066			
My OEs' feedback improves my classroom performance	46	3.629	3.167		
My principal is an effective observer	47	4.066			
My principal is an effective evaluator	48	4.033	3.833		
My OEs are effective observers	49	3.856	4.000		
Principal's year-end decision should not include OEs	50[a]	2.819	2.333		2.000
ETT has provided common language about instruction	51	4.064	4.333	4.200	
ETT has helped improve my classroom instruction	52	3.793	3.833	3.600	4.200
Principal monitors needs identified by observations	53	3.839	3.000		
PDP helped to make me a more effective teacher	54	3.389	2.333	4.000	
CDP encourages discussing instruction and sharing information	55	3.433	2.833	3.700	
Mentors and support teams have helped new teachers	56	3.364	3.333	3.200	4.200
CDP has increased effectiveness of teachers	57	3.348	3.500	3.444	4.600
CDP provides incentives for good teachers to remain	58	2.924	2.333	3.200	4.600
Community believes CDP is helping to improve schools	59	2.869	3.000	3.000	4.000
CDP will help attract more people into teaching	60	2.389	2.833	3.100	4.000
CDP will improve the quality of teaching	61	3.301	3.500	3.700	4.400
CDP will improve the quality of school/district administration	62	3.112	3.500	3.700	4.200
CDP has encouraged teachers to improve teaching	63	3.648	3.500	4.000	4.400
CDP has had a positive effect on students	64	2.922	3.000	3.300	3.800
CDP is identifying and rewarding teachers at CS II	65	3.080	2.833	3.500	4.200
CDP has increased my satisfaction with my career	66	2.820	2.667	3.200	

[a] Reversed scale: For these items, a mean value above 3.0 tends to be negative; a mean value below 3.0 tends to be positive.

Table B-13

Opinions About the Career Development Program
Expressed on a Survey of Personnel in Roanoke Rapids City

OPINION STATEMENT[a]	ITEM No.	MEAN RESPONSE FOR PERSONNEL GROUP			
		TEACHERS	PRINCIPALS	CENTRAL OFFICE/SPECIAL GROUPS	SCHOOL BOARD MEMBERS
TPAI Functions 1-5 are appropriate criteria	6[b]	3.913	4.556	3.231	
TPAI Functions 6-7 are appropriate criteria	7	3.354	4.111		
TPAI Function 8 contains appropriate criteria	8	3.120	3.889		
Pre-observation is necessary for every formal observation	9	2.925	2.000		
Pre-observation is helpful to observer	10	3.819	3.333		
Pre-observation conference is helpful to me	11	3.228			
FODI provides accurate record of teaching performance	12	3.225	4.222		
FODA provides accurate record of observation	13	3.428	4.000		
Post-observation conference provides effective feedback	14	3.894	4.333		
PDP needs are monitored by my principal	15	3.310	3.444	3.923	
Career Status I standards are appropriate	16	3.654	4.222	3.462	
Career Status II standards are stringent enough	17	3.873	2.667	3.308	
Four observations are minimum for *obtaining* CS II	18	3.778	4.111		
Fewer than four observations for *maintaining* CS II	19	3.648	3.222		
I understand the 6-point rating scale for CS	20	3.938	4.444	3.846	
6-point rating scale is appropriate for determining CS	21	3.497	4.333	3.231	
Appeals process used by local panel is fair	22	3.421	4.111	3.357	4.000
Appeals process used by our school board is fair	23	3.458	4.000	3.357	4.250
Local steering committee listens to my concerns	24	3.755	3.889	3.643	4.375
System provided information I need to understand CDP	25	3.907		4.071	4.500
System provided information I need to apply for CDP	26	3.968		4.231	
Principal has been in my classroom more frequently	27	3.611	3.625		
I agree with results of my year-end evaluation	28	3.514	3.778	3.923	
Only CS II teachers should have additional duties	29	2.488	2.333		3.375
Only CS II teachers should work additional time	30	2.157	2.333		2.625
TPAS has improved the teacher evaluation process	31	3.551	4.556		3.750
My system has fair and reasonable procedures for CDP	32	3.656	4.444	4.071	4.125
Pay teachers based on experience and performance	33	4.107	4.444	4.214	4.375
Amount of time required by CDP is reasonable	34	3.405	4.000	3.286	

(continued on next page)

[a] All responses received a numerical value of 1 to 5 as follows:
5 = Strongly Agree; 4 = Agree; 3 = Neither Agree nor Disagree; 2 = Disagree; 1 = Strongly Disagree.

[b] The first five items on the questionnaires collected demographic information from the respondent.

Table B-13 (Continued)

OPINION STATEMENT	ITEM No.	MEAN RESPONSE FOR PERSONNEL GROUP			
		TEACHERS	PRINCIPALS	CENTRAL OFFICE/SPECIAL GROUPS	SCHOOL BOARD MEMBERS
CDP instructional process makes teaching regimented	35*	3.321	1.889	3.000	
CDP in our school system has been positive	36	3.423	4.000	3.643	3.750
The evaluation process is fair and objective	37	3.415		3.500	4.000
CDP should be *eliminated* in North Carolina	38*	2.275	1.333	2.429	1.625
CDP should be *retained* but improved in NC	39	3.824	4.333	4.000	3.500
CDP should be *expanded* to other NC school systems	40	3.509	4.111	3.357	3.875
My system has a fair method for selecting OEs	41	3.500	3.889		
My OEs have received sufficient training	42	3.944	4.000		
My OEs have good interpersonal skills	43	3.932	4.222		
My OEs try to understand my feelings about instruction	44	3.864			
Principal tries to understand my feelings about instruction	45	3.703			
My OEs' feedback improves my classroom performance	46	3.692	4.333		
My principal is an effective observer	47	3.783			
My principal is an effective evaluator	48	3.724	4.444		
My OEs are effective observers	49	3.950	4.111		
Principal's year-end decision should not include OEs	50*	1.944	1.556		1.875
ETT has provided common language about instruction	51	3.860	4.333	4.286	
ETT has helped improve my classroom instruction	52	3.538	4.556	3.692	3.875
Principal monitors needs identified by observations	53	3.406	4.111		
PDP helped to make me a more effective teacher	54	3.280	3.556	3.769	
CDP encourages discussing instruction and sharing information	55	3.184	3.889	3.357	
Mentors and support teams have helped new teachers	56	3.248	4.000	3.429	4.000
CDP has increased effectiveness of teachers	57	3.481	4.111	3.429	3.625
CDP provides incentives for good teachers to remain	58	3.248	3.889	3.357	3.250
Community believes CDP is helping to improve schools	59	3.068	3.556	3.071	3.250
CDP will help attract more people into teaching	60	2.872	3.556	2.929	3.375
CDP will improve the quality of teaching	61	3.359	4.000	3.286	3.875
CDP will improve the quality of school/district administration	62	3.214	3.778	3.429	3.500
CDP has encouraged teachers to improve teaching	63	3.586	4.333	3.929	3.875
CDP has had a positive effect on students	64	3.096	3.556	3.286	3.125
CDP is identifying and rewarding teachers at CS II	65	3.430	4.111	3.500	3.875
CDP has increased my satisfaction with my career	66	2.980	3.750	3.154	

*Reversed scale: For these items, a mean value above 3.0 tends to be negative; a mean value below 3.0 tends to be positive.

Table B-14

Opinions About the Career Development Program Expressed on a Survey of Personnel in Salisbury City

OPINION STATEMENT[a]	ITEM No.	MEAN RESPONSE FOR PERSONNEL GROUP			
		TEACHERS	PRINCIPALS	CENTRAL OFFICE/SPECIAL GROUPS	SCHOOL BOARD MEMBERS
TPAI Functions 1-5 are appropriate criteria	6[b]	3.971	4.429	4.100	
TPAI Functions 6-7 are appropriate criteria	7	3.396	4.143		
TPAI Function 8 contains appropriate criteria	8	3.030	4.286		
Pre-observation is necessary for every formal observation	9	3.036	2.429		
Pre-observation is helpful to observer	10	4.007	3.714		
Pre-observation conference is helpful to me	11	3.276			
FODI provides accurate record of teaching performance	12	3.341	4.000		
FODA provides accurate record of observation	13	3.474	3.714		
Post-observation conference provides effective feedback	14	4.066	4.429		
PDP needs are monitored by my principal	15	3.293	3.833	3.947	
Career Status I standards are appropriate	16	3.709	3.857	3.850	
Career Status II standards are stringent enough	17	3.748	2.571	3.778	
Four observations are minimum for *obtaining* CS II	18	3.627	4.286		
Fewer than four observations for *maintaining* CS II	19	3.833	4.286		
I understand the 6-point rating scale for CS	20	3.956	4.286	4.300	
6-point rating scale is appropriate for determining CS	21	3.404	3.000	3.750	
Appeals process used by local panel is fair	22	3.584	4.286	3.789	4.667
Appeals process used by our school board is fair	23	3.419	3.833	3.579	4.000
Local steering committee listens to my concerns	24	4.088	4.571	4.167	4.333
System provided information I need to understand CDP	25	4.164		4.300	5.000
System provided information I need to apply for CDP	26	4.145		4.400	
Principal has been in my classroom more frequently	27	3.398	3.667		
I agree with results of my year-end evaluation	28	3.573	3.333	3.947	
Only CS II teachers should have additional duties	29	3.111	3.667		4.333
Only CS II teachers should work additional time	30	2.507	2.667		3.333
TPAS has improved the teacher evaluation process	31	3.567	4.429		4.667
My system has fair and reasonable procedures for CDP	32	3.779	4.286	4.000	4.667
Pay teachers based on experience and performance	33	4.103	4.714	4.300	4.667
Amount of time required by CDP is reasonable	34	3.527	3.571	4.053	

(continued on next page)

[a] All responses received a numerical value of 1 to 5 as follows:
5 = Strongly Agree; 4 = Agree; 3 = Neither Agree nor Disagree; 2 = Disagree; 1 = Strongly Disagree.

[b] The first five items on the questionnaires collected demographic information from the respondent.

Table B-14 (Continued)

OPINION STATEMENT	ITEM No.	MEAN RESPONSE FOR PERSONNEL GROUP			
		TEACHERS	PRINCIPALS	CENTRAL OFFICE/SPECIAL GROUPS	SCHOOL BOARD MEMBERS
CDP instructional process makes teaching regimented	35[a]	3.212	2.429	2.600	
CDP in our school system has been positive	36	3.492	3.857	3.550	4.333
The evaluation process is fair and objective	37	3.437		3.600	4.000
CDP should be *eliminated* in North Carolina	38[a]	2.421	1.286	2.105	1.667
CDP should be *retained* but improved in NC	39	3.585	4.286	3.842	5.000
CDP should be *expanded* to other NC school systems	40	3.548	4.143	4.100	4.333
My system has a fair method for selecting OEs	41	3.643	4.000		
My OEs have received sufficient training	42	3.863	4.333		
My OEs have good interpersonal skills	43	3.918	4.333		
My OEs try to understand my feelings about instruction	44	3.856			
Principal tries to understand my feelings about instruction	45	3.765			
My OEs' feedback improves my classroom performance	46	3.729	4.167		
My principal is an effective observer	47	3.902			
My principal is an effective evaluator	48	3.769	3.800		
My OEs are effective observers	49	3.985	4.400		
Principal's year-end decision should not include OEs	50[a]	2.203	1.600		2.000
ETT has provided common language about instruction	51	4.015	4.000	4.400	
ETT has helped improve my classroom instruction	52	3.664	3.833	4.000	4.333
Principal monitors needs identified by observations	53	3.331	3.800		
PDP helped to make me a more effective teacher	54	3.371	4.000	3.947	
CDP encourages discussing instruction and sharing information	55	3.421	3.167	3.850	
Mentors and support teams have helped new teachers	56	3.875	4.200	4.100	3.667
CDP has increased effectiveness of teachers	57	3.523	3.667	3.700	4.333
CDP provides incentives for good teachers to remain	58	3.353	3.167	3.750	4.333
Community believes CDP is helping to improve schools	59	3.250	3.500	3.421	3.333
CDP will help attract more people into teaching	60	2.956	3.333	3.300	4.333
CDP will improve the quality of teaching	61	3.478	3.667	3.600	4.333
CDP will improve the quality of school/district administration	62	3.209	3.667	3.450	4.000
CDP has encouraged teachers to improve teaching	63	3.713	3.667	3.700	4.667
CDP has had a positive effect on students	64	3.237	3.500	3.421	3.333
CDP is identifying and rewarding teachers at CS II	65	3.351	3.667	3.350	2.667
CDP has increased my satisfaction with my career	66	3.267	3.333	3.300	

[a] Reversed scale: For these items, a mean value above 3.0 tends to be negative; a mean value below 3.0 tends to be positive.

Table B-15

Opinions About the Career Development Program Expressed on a Survey of Personnel in Tarboro City

Opinion Statement[a]	Item No.	Mean Response for Personnel Group: Teachers	Principals	Central Office/Special Groups	School Board Members
TPAI Functions 1-5 are appropriate criteria	6[b]	3.667	4.400	3.789	
TPAI Functions 6-7 are appropriate criteria	7	3.333	3.800		
TPAI Function 8 contains appropriate criteria	8	2.894	3.900		
Pre-observation is necessary for every formal observation	9	3.779	2.300		
Pre-observation is helpful to observer	10	4.197	3.700		
Pre-observation conference is helpful to me	11	3.730			
FODI provides accurate record of teaching performance	12	3.028	3.500		
FODA provides accurate record of observation	13	3.213	3.900		
Post-observation conference provides effective feedback	14	3.669	4.500		
PDP needs are monitored by my principal	15	3.232	4.100	3.842	
Career Status I standards are appropriate	16	3.647	3.500	3.789	
Career Status II standards are stringent enough	17	4.119	3.400	3.632	
Four observations are minimum for *obtaining* CS II	18	3.078	2.800		
Fewer than four observations for *maintaining* CS II	19	4.216	4.100		
I understand the 6-point rating scale for CS	20	3.768	4.300	4.200	
6-point rating scale is appropriate for determining CS	21	3.180	3.778	3.750	
Appeals process used by local panel is fair	22	3.026	4.200	3.789	4.000
Appeals process used by our school board is fair	23	3.000	4.000	3.684	4.000
Local steering committee listens to my concerns	24	3.674	4.100	3.850	4.000
System provided information I need to understand CDP	25	3.810		4.150	4.500
System provided information I need to apply for CDP	26	3.947		4.400	
Principal has been in my classroom more frequently	27	3.178	3.000		
I agree with results of my year-end evaluation	28	3.596	3.700	3.850	
Only CS II teachers should have additional duties	29	2.210	1.600		2.000
Only CS II teachers should work additional time	30	2.021	1.600		2.500
TPAS has improved the teacher evaluation process	31	2.963	4.100		3.750
My system has fair and reasonable procedures for CDP	32	3.272	4.300	3.737	4.500
Pay teachers based on experience and performance	33	3.908	4.400	4.526	4.250
Amount of time required by CDP is reasonable	34	3.021	4.200	3.706	

(continued on next page)

[a] All responses received a numerical value of 1 to 5 as follows:
5 = Strongly Agree; 4 = Agree; 3 = Neither Agree nor Disagree; 2 = Disagree; 1 = Strongly Disagree.

[b] The first five items on the questionnaires collected demographic information from the respondent.

Table B-15 (Continued)

OPINION STATEMENT	ITEM No.	MEAN RESPONSE FOR PERSONNEL GROUP			
		TEACHERS	PRINCIPALS	CENTRAL OFFICE/SPECIAL GROUPS	SCHOOL BOARD MEMBERS
CDP instructional process makes teaching regimented	35[a]	3.845	2.100	2.950	
CDP in our school system has been positive	36	2.683	3.800	3.263	4.000
The evaluation process is fair and objective	37	2.853		3.111	3.500
CDP should be *eliminated* in North Carolina	38[a]	3.071	1.500	2.316	1.750
CDP should be *retained* but improved in NC	39	3.307	4.500	3.700	4.500
CDP should be *expanded* to other NC school systems	40	2.950	4.300	3.316	3.750
My system has a fair method for selecting OEs	41	2.978	3.778		
My OEs have received sufficient training	42	3.420	4.222		
My OEs have good interpersonal skills	43	3.570	4.222		
My OEs try to understand my feelings about instruction	44	3.472			
Principal tries to understand my feelings about instruction	45	3.811			
My OEs' feedback improves my classroom performance	46	3.238	4.333		
My principal is an effective observer	47	3.972			
My principal is an effective evaluator	48	3.858	4.222		
My OEs are effective observers	49	3.653	4.333		
Principal's year-end decision should not include OEs	50[a]	2.514	2.222		2.000
ETT has provided common language about instruction	51	3.664	4.667	4.150	
ETT has helped improve my classroom instruction	52	3.163	4.444	3.750	3.750
Principal monitors needs identified by observations	53	3.288	4.556		
PDP helped to make me a more effective teacher	54	2.943	3.778	2.950	
CDP encourages discussing instruction and sharing information	55	2.712	3.333	3.105	
Mentors and support teams have helped new teachers	56	2.848	3.667	2.941	3.500
CDP has increased effectiveness of teachers	57	2.907	4.200	3.500	3.500
CDP provides incentives for good teachers to remain	58	2.479	3.500	3.200	4.250
Community believes CDP is helping to improve schools	59	2.630	3.400	2.944	3.500
CDP will help attract more people into teaching	60	2.160	3.400	3.158	3.500
CDP will improve the quality of teaching	61	2.734	4.200	3.550	3.500
CDP will improve the quality of school/district administration	62	2.629	3.800	3.053	3.500
CDP has encouraged teachers to improve teaching	63	3.034	4.200	3.750	4.000
CDP has had a positive effect on students	64	2.451	3.800	3.158	3.333
CDP is identifying and rewarding teachers at CS II	65	2.773	4.100	3.211	3.750
CDP has increased my satisfaction with my career	66	2.367	3.600	3.368	

[a] Reversed scale: For these items, a mean value above 3.0 tends to be negative; a mean value below 3.0 tends to be positive.

Table B-16

OPINION SURVEY MEANS AND STANDARD DEVIATIONS FOR TEACHERS BY TOTAL YEARS OF TEACHING EXPERIENCE IN NORTH CAROLINA AND ITEM

	0-10 YEARS (N=2200)		11+ YEARS (N=3257)	
ITEM	MEAN	SD	MEAN	SD
ITEM 6	3.803	0.937	3.733	1.080
ITEM 7	3.455	1.008	3.371	1.122
ITEM 8	3.131	1.120	3.111	1.198
ITEM 9	3.535	1.230	3.481	1.282
ITEM 10	4.078	0.911	4.055	0.910
ITEM 11	3.597	1.113	3.560	1.149
ITEM 12	3.233	1.061	3.122	1.156
ITEM 13	3.366	0.995	3.249	1.098
ITEM 14	3.861	0.926	3.748	1.007
ITEM 15	3.370	1.079	3.412	1.089
ITEM 16	3.622	0.997	3.663	1.036
ITEM 17	3.845	0.935	3.991	0.989
ITEM 18	3.612	1.060	3.618	1.163
ITEM 19	3.714	1.135	4.073	1.109
ITEM 20	3.811	1.007	3.861	1.015
ITEM 21	3.346	1.057	3.367	1.134
ITEM 22	3.144	0.800	3.168	1.001
ITEM 23	3.146	0.784	3.148	0.987
ITEM 24	3.599	0.902	3.642	0.986
ITEM 25	3.767	0.884	3.937	0.876
ITEM 26	3.859	0.845	4.114	0.748
ITEM 27	3.093	1.079	3.205	1.207
ITEM 28	3.712	1.099	3.615	1.188
ITEM 29	2.108	1.261	2.734	1.447
ITEM 30	1.870	1.082	2.465	1.327
ITEM 31	3.300	1.095	3.288	1.208
ITEM 32	3.569	0.906	3.556	1.037
ITEM 33	4.027	0.910	4.002	1.024
ITEM 34	3.339	1.026	3.436	1.078
ITEM 35	3.299	1.199	3.371	1.261
ITEM 36	3.058	1.145	3.083	1.212
ITEM 37	3.146	1.116	3.089	1.210
ITEM 38	2.596	1.242	2.679	1.367
ITEM 39	3.571	1.129	3.425	1.221
ITEM 40	3.401	1.209	3.285	1.327
ITEM 41	3.365	1.014	3.304	1.144
ITEM 42	3.692	0.916	3.742	0.954
ITEM 43	3.879	0.913	3.831	0.985
ITEM 44	3.795	1.006	3.742	1.075
ITEM 45	3.862	1.062	3.868	1.110
ITEM 46	3.671	1.014	3.516	1.112
ITEM 47	3.933	0.948	3.927	1.010
ITEM 48	3.851	1.006	3.847	1.051
ITEM 49	3.860	0.912	3.824	0.994
ITEM 50	2.465	1.260	2.586	1.343
ITEM 51	3.769	0.924	3.815	0.955
ITEM 52	3.444	1.096	3.424	1.144
ITEM 53	3.503	0.964	3.506	0.995
ITEM 54	3.091	1.128	3.117	1.163
ITEM 55	3.125	1.127	3.076	1.186
ITEM 56	3.475	1.092	3.463	1.042
ITEM 57	3.238	1.076	3.234	1.175
ITEM 58	2.981	1.215	2.960	1.290
ITEM 59	2.971	0.866	2.941	0.977
ITEM 60	2.578	1.122	2.581	1.180
ITEM 61	3.156	1.148	3.106	1.229
ITEM 62	3.004	1.092	2.943	1.175
ITEM 63	3.416	1.087	3.406	1.171
ITEM 64	2.920	1.087	2.868	1.172
ITEM 65	3.068	1.159	3.156	1.273
ITEM 66	2.777	1.231	2.794	1.358

Table B-17

OPINION SURVEY MEANS AND STANDARD DEVIATIONS FOR PRINCIPALS/ASSISTANT PRINCIPALS FOR TOTAL YEARS OF EXPERIENCE IN CURRENT POSITION AND ITEM

ITEM	0-10 YEARS N=182 MEAN	SD	11+ YEARS N=164 MEAN	SD	ITEM	0-10 YEARS N=182 MEAN	SD	11+ YEARS N=164 MEAN	SD
ITEM 7	4.361	0.658	4.407	0.701	ITEM 38	3.808	1.021	3.956	0.857
ITEM 8	3.800	0.936	3.851	0.917	ITEM 39	4.192	0.789	4.174	0.746
ITEM 9	3.782	0.955	3.802	1.002	ITEM 40	4.164	0.755	4.154	0.727
ITEM 10	2.341	1.316	2.444	1.370	ITEM 41	4.313	0.722	4.056	0.782
ITEM 11	3.570	1.022	3.693	0.964	ITEM 42	4.199	0.701	4.185	0.642
ITEM 12	3.939	0.840	3.957	0.781	ITEM 43	4.425	0.647	4.241	0.833
ITEM 13	4.000	0.752	3.994	0.724	ITEM 44	2.107	1.241	2.358	1.224
ITEM 14	4.267	0.604	4.301	0.704	ITEM 45	4.413	0.615	4.354	0.665
ITEM 15	3.691	0.807	3.781	0.881	ITEM 46	4.300	0.724	4.366	0.730
ITEM 16	4.061	0.778	4.201	0.823	ITEM 47	4.023	0.667	4.069	0.645
ITEM 17	3.422	1.233	3.491	1.312	ITEM 48	3.609	0.985	3.650	0.940
ITEM 18	3.989	0.951	4.110	0.997	ITEM 49	3.466	0.952	3.553	1.048
ITEM 19	3.756	1.276	3.860	1.203	ITEM 50	4.098	0.750	4.213	0.857
ITEM 20	4.239	0.874	4.226	0.816	ITEM 51	4.315	0.711	4.384	0.713
ITEM 21	3.612	1.141	3.748	1.124	ITEM 52	4.302	0.652	4.378	0.620
ITEM 22	4.046	0.973	4.193	0.848	ITEM 53	3.799	0.926	3.969	0.849
ITEM 23	3.578	1.263	3.836	1.102	ITEM 54	4.023	0.885	4.031	0.845
ITEM 24	4.078	0.814	4.077	0.794	ITEM 55	2.822	1.269	2.814	1.415
ITEM 25	3.425	1.179	3.525	1.274	ITEM 56	4.078	0.787	4.141	0.785
ITEM 26	3.643	0.683	3.702	0.723	ITEM 57	3.923	0.833	3.884	0.889
ITEM 27	2.520	1.325	2.555	1.389	ITEM 58	4.106	0.759	4.159	0.791
ITEM 28	2.475	1.304	2.500	1.368	ITEM 59	3.483	0.994	3.580	1.073
ITEM 29	4.317	0.713	4.270	0.817	ITEM 60	3.522	0.715	3.506	0.890
ITEM 30	4.272	0.804	4.307	0.670	ITEM 61	3.358	0.934	3.469	1.104
ITEM 31	4.483	0.630	4.472	0.632	ITEM 62	4.105	0.756	4.061	0.858
ITEM 32	4.068	0.870	3.951	0.876	ITEM 63	3.796	0.867	3.878	0.951
ITEM 33	2.212	1.055	2.457	1.169	ITEM 64	4.160	0.685	4.227	0.780
ITEM 34	3.876	0.821	3.889	0.972	ITEM 65	3.751	0.856	3.870	0.913
ITEM 35	1.689	0.874	1.882	1.115	ITEM 66	3.867	0.881	4.073	0.876
ITEM 36	4.128	0.807	3.981	0.945	ITEM 67	3.550	1.079	3.568	1.125
ITEM 37	4.134	0.877	4.068	0.960	ITEM 68	3.950	0.781	3.932	0.995

Table B-18

OPINION SURVEY MEANS AND STANDARD DEVIATIONS FOR CENTRAL OFFICE/SPECIAL POPULATIONS BY TOTAL YEARS OF EXPERIENCE IN CURRENT POSITION AND ITEM

	0-10 YEARS (N=302)		11+ YEARS (N=313)	
ITEM	MEAN	SD	MEAN	SD
ITEM 6	3.808	0.997	3.719	1.047
ITEM 7	3.770	0.964	3.700	0.974
ITEM 8	3.741	1.002	3.793	0.918
ITEM 9	3.549	1.082	3.670	1.020
ITEM 10	3.983	0.970	4.123	0.835
ITEM 11	3.667	1.056	3.643	1.071
ITEM 12	3.619	0.922	3.503	1.042
ITEM 13	3.494	0.973	3.362	1.072
ITEM 14	4.019	0.879	3.848	0.980
ITEM 15	4.175	0.837	4.135	0.847
ITEM 16	4.299	0.719	4.305	0.718
ITEM 17	4.035	0.929	3.967	1.071
ITEM 18	3.976	0.915	3.847	0.995
ITEM 19	4.384	0.789	4.267	0.878
ITEM 20	3.632	1.037	3.699	0.972
ITEM 21	2.799	1.267	3.043	1.258
ITEM 22	3.483	1.068	3.382	1.140
ITEM 23	3.512	1.093	3.423	1.098
ITEM 24	2.093	1.147	2.235	1.216
ITEM 25	3.939	0.993	3.726	1.071
ITEM 26	3.797	1.093	3.608	1.173
ITEM 27	4.077	0.833	4.010	0.881
ITEM 28	3.762	1.063	3.728	1.040
ITEM 29	3.519	1.059	3.508	1.043
ITEM 30	3.311	1.151	3.353	1.113
ITEM 31	3.816	0.899	3.631	0.994
ITEM 32	3.698	1.040	3.524	1.109
ITEM 33	3.458	1.168	3.360	1.239
ITEM 34	3.275	0.901	3.128	0.881
ITEM 35	3.148	1.106	3.121	1.224
ITEM 36	3.642	1.022	3.518	1.158
ITEM 37	3.395	1.093	3.230	1.138
ITEM 38	3.865	0.933	3.737	0.998
ITEM 39	3.281	1.086	3.221	1.066
ITEM 40	3.385	1.123	3.423	1.176
ITEM 41	3.146	1.265	3.210	1.304

Table B-19

OPINION SURVEY MEANS AND STANDARD DEVIATIONS FOR TEACHERS BY CURRENT CAREER STATUS AND ITEM

	Below CS II (N = 2903)		Career Status II (N = 2407)			Below CS II (N = 2903)		Career Status II (N = 2407)	
ITEM	MEAN	SD	MEAN	SD	ITEM	MEAN	SD	MEAN	SD
ITEM 6	3.662	1.023	3.908	0.992	ITEM 37	2.917	1.169	3.369	1.122
ITEM 7	3.337	1.060	3.503	1.086	ITEM 38	2.879	1.309	2.327	1.245
ITEM 8	3.013	1.148	3.267	1.173	ITEM 39	3.368	1.223	3.658	1.102
ITEM 9	3.551	1.233	3.450	1.296	ITEM 40	3.120	1.289	3.620	1.200
ITEM 10	4.054	0.921	4.093	0.888	ITEM 41	3.236	1.050	3.456	1.124
ITEM 11	3.593	1.130	3.569	1.137	ITEM 42	3.603	0.923	3.889	0.914
ITEM 12	3.042	1.108	3.345	1.104	ITEM 43	3.763	0.954	3.983	0.924
ITEM 13	3.183	1.054	3.462	1.031	ITEM 44	3.659	1.051	3.918	1.008
ITEM 14	3.719	0.985	3.905	0.939	ITEM 45	3.741	1.115	4.023	1.033
ITEM 15	3.331	1.088	3.488	1.068	ITEM 46	3.520	1.069	3.666	1.071
ITEM 16	3.485	1.056	3.876	0.908	ITEM 47	3.832	1.007	4.063	0.928
ITEM 17	3.815	0.970	4.101	0.930	ITEM 48	3.742	1.061	3.995	0.962
ITEM 18	3.538	1.083	3.732	1.150	ITEM 49	3.793	0.960	3.994	0.920
ITEM 19	3.673	1.157	4.276	0.981	ITEM 50	2.556	1.307	2.493	1.309
ITEM 20	3.729	1.026	3.992	0.963	ITEM 51	3.698	0.950	3.943	0.890
ITEM 21	3.227	1.084	3.542	1.093	ITEM 52	3.337	1.111	3.572	1.114
ITEM 22	3.029	0.869	3.323	0.962	ITEM 53	3.431	0.991	3.604	0.958
ITEM 23	3.032	0.864	3.291	0.945	ITEM 54	3.044	1.121	3.196	1.169
ITEM 24	3.484	0.930	3.807	0.942	ITEM 55	2.969	1.144	3.267	1.158
ITEM 25	3.721	0.903	4.063	0.813	ITEM 56	3.329	1.084	3.653	0.998
ITEM 26	3.843	0.831	4.236	0.681	ITEM 57	3.054	1.095	3.481	1.127
ITEM 27	3.093	1.108	3.251	1.215	ITEM 58	2.757	1.206	3.248	1.269
ITEM 28	3.484	1.196	3.875	1.048	ITEM 59	2.840	0.907	3.104	0.939
ITEM 29	1.979	1.186	3.114	1.412	ITEM 60	2.389	1.090	2.828	1.186
ITEM 30	1.776	1.004	2.785	1.338	ITEM 61	2.923	1.171	3.394	1.170
ITEM 31	3.086	1.137	3.560	1.131	ITEM 62	2.816	1.102	3.166	1.155
ITEM 32	3.405	0.980	3.775	0.936	ITEM 63	3.232	1.134	3.647	1.090
ITEM 33	3.874	0.998	4.199	0.907	ITEM 64	2.721	1.092	3.108	1.156
ITEM 34	3.214	1.046	3.636	1.018	ITEM 65	2.799	1.176	3.522	1.167
ITEM 35	3.453	1.204	3.194	1.260	ITEM 66	2.495	1.208	3.165	1.327
ITEM 36	2.885	1.156	3.322	1.169					

Table B-20

OPINION SURVEY MEANS AND STANDARD DEVIATIONS FOR PRINCIPALS/ASSISTANT PRINCIPALS BY CURRENT CAREER STATUS AND ITEM

	BELOW CS II (N=113)		CARRIER STATUS II (N=225)			BELOW CS II (N=113)		CARRIER STATUS II (N=225)	
ITEM	MEAN	SD	MEAN	SD	ITEM	MEAN	SD	MEAN	SD
ITEM 7	4.396	0.636	4.381	0.686	ITEM 38	3.824	0.965	3.914	0.940
ITEM 8	3.748	0.977	3.883	0.890	ITEM 39	4.173	0.715	4.195	0.800
ITEM 9	3.802	0.980	3.806	0.972	ITEM 40	4.127	0.665	4.171	0.783
ITEM 10	2.396	1.350	2.356	1.327	ITEM 41	4.036	0.703	4.117	0.770
ITEM 11	3.658	1.066	3.596	0.963	ITEM 42	4.155	0.609	4.213	0.710
ITEM 12	3.991	0.803	3.929	0.822	ITEM 43	4.330	0.746	4.345	0.752
ITEM 13	3.973	0.768	4.014	0.734	ITEM 44	2.288	1.324	2.204	1.213
ITEM 14	4.270	0.750	4.295	0.608	ITEM 45	4.306	0.724	4.432	0.596
ITEM 15	3.725	0.837	3.734	0.849	ITEM 46	4.177	0.759	4.407	0.705
ITEM 16	4.009	0.822	4.201	0.787	ITEM 47	4.081	0.590	4.032	0.695
ITEM 17	3.189	1.283	3.589	1.257	ITEM 48	3.602	0.941	3.648	0.981
ITEM 18	4.098	0.849	4.045	1.019	ITEM 49	3.313	0.996	3.609	0.985
ITEM 19	3.589	1.305	3.911	1.206	ITEM 50	4.046	0.802	4.210	0.808
ITEM 20	4.295	0.834	4.201	0.863	ITEM 51	4.283	0.785	4.388	0.680
ITEM 21	3.664	1.069	3.686	1.170	ITEM 52	4.2[illegible]	0.653	4.377	0.624
ITEM 22	4.056	0.905	4.151	0.929	ITEM 53	3.823	0.868	3.919	0.911
ITEM 23	3.698	1.148	3.702	1.232	ITEM 54	3.785	0.981	4.160	0.758
ITEM 24	3.981	0.881	4.128	0.767	ITEM 55	2.775	1.312	2.847	1.360
ITEM 25	3.602	1.152	3.416	1.266	ITEM 56	4.000	0.775	4.165	0.800
ITEM 26	3.630	0.678	3.699	0.707	ITEM 57	3.761	0.947	3.978	0.806
ITEM 27	2.315	1.198	2.634	1.421	ITEM 58	3.973	0.818	4.211	0.751
ITEM 28	2.252	1.171	2.594	1.402	ITEM 59	3.500	0.959	3.550	1.074
ITEM 29	4.234	0.774	4.321	0.766	ITEM 60	3.441	0.817	3.557	0.801
ITEM 30	4.144	0.761	4.371	0.716	ITEM 61	3.304	1.021	3.466	1.024
ITEM 31	4.429	0.596	4.511	0.643	ITEM 62	3.867	0.881	4.193	0.755
ITEM 32	4.000	0.749	4.040	0.922	ITEM 63	3.673	0.881	3.915	0.922
ITEM 33	2.491	1.002	2.251	1.170	ITEM 64	4.071	0.753	4.256	0.724
ITEM 34	3.838	0.900	3.914	0.898	ITEM 65	3.690	0.846	3.865	0.907
ITEM 35	1.865	1.004	1.734	0.996	ITEM 66	3.795	0.941	4.063	0.850
ITEM 36	4.108	0.846	4.041	0.896	ITEM 67	3.286	1.086	3.694	1.100
ITEM 37	4.071	0.908	4.131	0.927	ITEM 68	3.874	0.885	3.986	0.897

Table B-21

OPINION SURVEY MEANS AND STANDARD DEVIATIONS FOR CENTRAL OFFICE/SPECIAL POPULATIONS BY CURRENT CAREER STATUS AND ITEM

	BELOW CS II (N=268)		CAREER STATUS II (N=333)	
ITEM	MEAN	SD	MEAN	SD
ITEM 6	[illegible]	1.063	3.930	0.952
ITEM 7	3.643	0.973	3.808	0.966
ITEM 8	[illegible]	1.059	3.975	0.819
ITEM 9	3.209	1.104	3.885	0.919
ITEM 10	3.767	0.974	4.288	0.763
ITEM 11	3.413	1.108	3.855	0.988
ITEM 12	[illegible]	0.911	3.681	1.008
ITEM 13	[illegible]	0.908	3.477	1.090
ITEM 14	[illegible]	0.985	4.090	0.874
ITEM 15	3.929	0.943	4.318	0.718
ITEM 16	4.101	0.799	4.449	0.617
ITEM 17	3.817	1.119	4.148	0.873
ITEM 18	3.667	1.039	4.103	0.837
ITEM 19	4.196	0.904	4.441	0.754
ITEM 20	3.428	1.013	3.858	0.959
ITEM 21	3.170	1.187	2.739	1.292
ITEM 22	3.202	1.108	3.620	1.070
ITEM 23	3.249	1.145	3.653	1.023
ITEM 24	2.579	1.166	1.988	1.156
ITEM 25	3.751	1.072	3.909	0.996
ITEM 26	3.529	1.196	3.861	1.055
ITEM 27	3.921	0.903	4.139	0.808
ITEM 28	3.528	1.084	3.904	1.003
ITEM 29	3.402	1.038	3.594	1.057
ITEM 30	3.050	1.090	3.555	1.116
ITEM 31	3.535	0.996	3.859	0.901
ITEM 32	3.368	1.128	3.799	1.001
ITEM 33	3.118	1.196	3.645	1.164
ITEM 34	3.033	0.864	3.333	0.885
ITEM 35	2.812	1.108	3.402	1.151
ITEM 36	3.337	1.135	3.770	1.026
ITEM 37	3.117	1.121	3.450	1.095
ITEM 38	3.588	1.016	3.970	0.897
ITEM 39	2.996	1.025	3.448	1.073
ITEM 40	3.024	1.160	3.690	1.063
ITEM 41	2.695	1.183	3.571	1.235

Table B-22

OPINION SURVEY MEANS AND STANDARD DEVIATIONS FOR TEACHERS BY HIGHEST LEVEL EVALUATED AND ITEM

	Below CS II (N = 2408)		Career Status II (N = 2913)			Below CS II (N = 2408)		Career Status II (N = 2913)	
ITEM	MEAN	SD	MEAN	SD	ITEM	MEAN	SD	MEAN	SD
ITEM 6	3.681	1.009	3.843	1.026	ITEM 37	2.964	1.161	3.243	1.167
ITEM 7	3.363	1.044	3.446	1.103	ITEM 38	2.370	1.312	2.437	1.282
ITEM 8	3.039	1.135	3.195	1.190	ITEM 39	3.407	1.211	3.567	1.154
ITEM 9	3.550	1.233	3.466	1.287	ITEM 40	3.155	1.276	3.497	1.259
ITEM 10	4.051	0.923	4.086	0.894	ITEM 41	3.279	1.039	3.380	1.132
ITEM 11	3.597	1.125	3.566	1.142	ITEM 42	3.631	0.905	3.813	0.950
ITEM 12	3.050	1.108	3.280	1.114	ITEM 43	3.790	0.941	3.916	0.956
ITEM 13	3.198	1.056	3.394	1.048	ITEM 44	3.699	1.037	3.832	1.047
ITEM 14	3.761	0.960	3.835	0.978	ITEM 45	3.782	1.091	3.937	1.082
ITEM 15	3.333	1.086	3.451	1.081	ITEM 46	3.568	1.062	3.595	1.085
ITEM 16	3.466	1.064	3.814	0.948	ITEM 47	3.847	1.000	4.002	0.966
ITEM 17	3.755	0.970	4.091	0.939	ITEM 48	3.762	1.049	3.927	1.007
ITEM 18	3.524	1.071	3.704	1.155	ITEM 49	3.766	0.948	3.916	0.956
ITEM 19	3.582	1.153	4.237	1.013	ITEM 50	2.534	1.289	2.522	1.326
ITEM 20	3.738	1.030	3.934	0.985	ITEM 51	3.702	0.960	3.894	0.905
ITEM 21	3.241	1.078	3.467	1.113	ITEM 52	3.348	1.116	3.518	1.119
ITEM 22	3.064	0.850	3.238	0.980	ITEM 53	3.451	0.978	3.551	0.983
ITEM 23	3.071	0.842	3.211	0.962	ITEM 54	3.046	1.117	3.159	1.171
ITEM 24	3.492	0.924	3.739	0.961	ITEM 55	2.996	1.139	3.192	1.174
ITEM 25	3.705	0.906	4.013	0.836	ITEM 56	3.358	1.096	3.574	1.016
ITEM 26	3.798	0.850	4.202	0.688	ITEM 57	3.061	1.089	3.395	1.145
ITEM 27	3.071	1.081	3.238	1.213	ITEM 58	2.787	1.207	3.133	1.282
ITEM 28	3.523	1.165	3.771	1.126	ITEM 59	2.851	0.903	3.048	0.947
ITEM 29	1.924	1.151	2.957	1.435	ITEM 60	2.427	1.100	2.719	1.185
ITEM 30	1.709	0.941	2.657	1.343	ITEM 61	2.945	1.169	3.289	1.194
ITEM 31	3.093	1.133	3.464	1.159	ITEM 62	2.854	1.099	3.070	1.165
ITEM 32	3.425	0.964	3.684	0.982	ITEM 63	3.244	1.128	3.560	1.121
ITEM 33	3.882	0.990	4.137	0.943	ITEM 64	2.751	1.085	3.011	1.167
ITEM 34	3.197	1.047	3.570	1.037	ITEM 65	2.807	1.168	3.387	1.212
ITEM 35	3.423	1.206	3.269	1.257	ITEM 66	2.525	1.203	3.017	1.347
ITEM 36	2.920	1.148	3.212	1.197					

Table B-23

OPINION SURVEY MEANS AND STANDARD DEVIATIONS FOR PRINCIPALS/ ASSISTANT PRINCIPALS BY HIGHEST LEVEL EVALUATED AND ITEM

	Below CS II (N=89)		Career Status II (N=249)			Below CS II (N=89)		Career Status II (N=249)	
ITEM	MEAN	SD	MEAN	SD	ITEM	MEAN	SD	MEAN	SD
ITEM 7	4.437	0.585	4.368	0.697	ITEM 38	3.929	0.897	3.869	0.958
ITEM 8	3.782	0.958	3.850	0.916	ITEM 39	4.285	0.702	4.168	0.791
ITEM 9	3.828	0.967	3.805	0.970	ITEM 40	4.195	0.662	4.151	0.772
ITEM 10	2.430	1.351	2.348	1.337	ITEM 41	4.149	0.656	4.078	0.778
ITEM 11	3.616	1.118	3.613	0.954	ITEM 42	4.218	0.559	4.197	0.704
ITEM 12	4.069	0.661	3.907	0.860	ITEM 43	4.391	0.681	4.335	0.762
ITEM 13	4.116	0.640	3.964	0.772	ITEM 44	2.318	1.378	2.193	1.197
ITEM 14	4.310	0.704	4.274	0.641	ITEM 45	4.379	0.651	4.402	0.630
ITEM 15	3.686	0.830	3.751	0.849	ITEM 46	4.191	[illegible]	4.388	0.713
ITEM 16	4.034	0.850	4.173	0.783	ITEM 47	[illegible]	[illegible]	4.017	0.696
ITEM 17	3.126	1.274	3.573	1.254	ITEM 48	3.618	[illegible]	3.634	0.984
ITEM 18	4.102	0.831	4.044	1.007	ITEM 49	3.432	[illegible]	3.545	0.987
ITEM 19	3.614	1.326	3.879	1.211	ITEM 50	4.105	[illegible]	4.178	0.815
ITEM 20	4.390	0.738	4.194	0.888	ITEM 51	4.360	[illegible]	4.351	0.721
ITEM 21	3.733	1.056	3.668	1.160	ITEM 52	4.364	0.810	4.340	0.648
ITEM 22	4.238	0.830	4.086	0.947	ITEM 53	3.944	[illegible]	3.869	0.932
ITEM 23	3.747	1.238	3.680	1.194	ITEM 54	3.845	[illegible]	4.107	0.808
ITEM 24	4.074	0.905	4.085	0.770	ITEM 55	2.920	1.323	2.789	1.354
ITEM 25	3.756	1.095	3.382	1.260	ITEM 56	4.034	0.738	4.141	0.810
ITEM 26	3.635	0.687	3.695	0.706	ITEM 57	3.899	0.880	3.919	0.850
ITEM 27	2.455	1.259	2.571	1.389	ITEM 58	4.000	0.853	4.186	0.742
ITEM 28	2.341	1.231	2.543	1.366	ITEM 59	3.557	0.969	3.524	1.064
ITEM 29	4.218	0.784	4.323	0.759	ITEM 60	3.460	0.873	3.539	0.783
ITEM 30	4.195	0.760	4.335	0.729	ITEM 61	3.348	1.056	3.438	1.001
ITEM 31	4.466	0.624	4.494	0.630	ITEM 62	3.899	0.867	4.158	0.773
ITEM 32	4.048	0.727	4.024	0.910	ITEM 63	3.685	0.924	3.887	0.902
ITEM 33	2.337	0.928	2.324	1.179	ITEM 64	4.101	0.739	4.235	0.722
ITEM 34	3.885	0.895	3.890	0.901	ITEM 65	3.719	0.839	3.846	0.904
ITEM 35	1.784	0.964	1.771	1.011	ITEM 66	3.864	0.860	4.016	0.895
ITEM 36	4.138	0.809	4.033	0.900	ITEM 67	3.386	1.044	3.622	1.125
ITEM 37	4.193	0.828	4.082	0.950	ITEM 68	3.908	0.858	3.963	0.902

Table B-24

OPINION SURVEY MEANS AND STANDARD DEVIATIONS FOR CENTRAL OFFICE/SPECIAL POPULATIONS BY HIGHEST CAREER STATUS EVALUATED AND ITEM

	Below CS II (N=23)		Career Status II (N=369)	
ITEM	MEAN	SD	MEAN	SD
ITEM 6	3.557	1.075	3.907	0.955
ITEM 7	3.677	0.964	3.765	0.973
ITEM 8	3.514	1.042	3.926	0.869
ITEM 9	3.182	1.055	3.826	0.982
ITEM 10	3.741	0.968	4.259	0.793
ITEM 11	3.411	1.088	3.809	1.025
ITEM 12	3.465	0.875	3.622	1.026
ITEM 13	3.430	0.869	3.430	1.095
ITEM 14	3.781	0.978	4.011	0.914
ITEM 15	3.964	0.932	4.264	0.766
ITEM 16	4.104	[illegible]	4.412	0.654
ITEM 17	3.813	[illegible]	4.106	0.937
ITEM 18	3.717	0.989	4.022	0.921
ITEM 19	4.252	0.830	4.379	0.827
ITEM 20	3.421	1.000	3.826	0.971
ITEM 21	3.136	[illegible]	2.804	1.289
ITEM 22	3.273	1.087	3.534	1.108
ITEM 23	3.283	1.122	3.586	1.068
ITEM 24	2.351	1.182	2.044	1.170
ITEM 25	3.783	1.062	3.863	1.026
ITEM 26	3.545	1.209	3.815	1.076
ITEM 27	3.926	0.901	4.109	0.819
ITEM 28	3.550	1.086	3.852	1.020
ITEM 29	3.389	1.035	3.577	1.059
ITEM 30	3.045	1.079	3.503	1.132
ITEM 31	3.572	0.980	3.800	0.929
ITEM 32	3.392	1.107	3.729	1.041
ITEM 33	3.137	1.184	3.571	1.189
ITEM 34	3.076	0.893	3.272	0.887
ITEM 35	2.831	1.113	3.323	1.166
ITEM 36	3.342	1.125	3.717	1.057
ITEM 37	3.122	1.095	3.408	1.119
ITEM 38	3.596	0.995	3.923	0.933
ITEM 39	3.031	1.017	3.383	1.091
ITEM 40	3.050	1.152	3.603	1.106
ITEM 41	2.671	1.169	3.492	1.264

Table B-25

OPINION SURVEY MEANS AND STANDARD DEVIATIONS FOR TEACHERS BY RACE AND ITEM

ITEM	CAUCASIAN (N=4672)		BLACK (N=617)	
	MEAN	SD	MEAN	SD
ITEM 6	3.782	1.005	3.702	1.109
ITEM 7	3.432	1.067	3.312	1.097
ITEM 8	3.148	1.163	3.008	1.153
ITEM 9	3.479	1.257	3.661	1.259
ITEM 10	4.049	0.907	4.170	0.915
ITEM 11	3.562	1.126	3.671	1.157
ITEM 12	3.211	1.101	2.978	1.182
ITEM 13	3.339	1.036	3.097	1.136
ITEM 14	3.814	0.958	3.733	1.048
ITEM 15	3.384	1.078	3.498	1.114
ITEM 16	3.692	0.994	3.443	1.086
ITEM 17	3.942	0.957	3.875	1.040
ITEM 18	3.637	1.099	3.464	1.272
ITEM 19	3.930	1.124	3.911	1.206
ITEM 20	3.859	1.003	3.771	1.000
ITEM 21	3.378	1.094	3.277	1.109
ITEM 22	3.181	0.912	3.017	1.013
ITEM 23	3.166	0.900	3.051	0.984
ITEM 24	3.634	0.953	3.598	0.944
ITEM 25	3.875	[illegible]	3.876	0.885
ITEM 26	4.023	[illegible]	3.978	0.821
ITEM 27	3.155	1.163	3.252	1.137
ITEM 28	3.692	1.129	3.482	1.266
ITEM 29	2.472	1.403	2.562	1.440
ITEM 30	2.225	1.265	2.255	1.285
ITEM 31	3.321	1.159	3.189	1.170
ITEM 32	3.592	0.971	3.387	1.062
ITEM 33	4.044	0.954	3.838	1.082
ITEM 34	3.410	1.063	3.342	0.997
ITEM 35	3.338	1.232	3.298	1.249
ITEM 36	3.101	1.185	2.943	1.168

ITEM	CAUCASIAN (N=4672)		BLACK (N=617)	
	MEAN	SD	MEAN	SD
ITEM 37	[illegible]	[illegible]	2.958	1.212
ITEM 38	[illegible]	[illegible]	2.889	1.312
ITEM 39	[illegible]	[illegible]	3.316	1.237
ITEM 40	[illegible]	1.267	3.183	1.335
ITEM 41	3.360	1.074	3.156	1.187
ITEM 42	3.757	[illegible]	3.557	1.032
ITEM 43	[illegible]	[illegible]	3.683	1.004
ITEM 44	3.803	[illegible]	3.571	1.138
ITEM 45	3.885	1.071	3.782	1.167
ITEM 46	3.594	1.067	3.522	1.125
ITEM 47	3.940	0.970	3.891	1.064
ITEM 48	3.859	[illegible]	3.818	1.108
ITEM 49	3.865	0.945	3.703	1.033
ITEM 50	2.490	1.287	2.820	1.400
ITEM 51	3.805	0.929	3.818	0.976
ITEM 52	3.428	1.121	3.537	1.121
ITEM 53	3.495	0.977	3.599	0.998
ITEM 54	3.073	1.140	3.394	1.160
ITEM 55	3.080	1.156	3.319	1.163
ITEM 56	3.478	1.051	3.443	1.132
ITEM 57	3.258	1.133	3.167	1.114
ITEM 58	2.983	1.261	2.955	1.224
ITEM 59	2.967	0.919	2.912	1.002
ITEM 60	2.597	1.153	2.547	1.172
ITEM 61	3.150	1.191	3.059	1.196
ITEM 62	2.975	1.140	3.003	1.126
ITEM 63	3.430	1.129	3.397	1.136
ITEM 64	2.904	1.141	2.858	1.109
ITEM 65	3.143	1.220	3.064	1.257
ITEM 66	2.798	1.310	2.836	1.303

Table B-26

OPINION SURVEY MEANS AND STANDARD DEVIATIONS FOR PRINCIPALS/ASSISTANT PRINCIPALS BY RACE AND ITEM

	CAUCASIAN (N=284)		BLACK (N=53)	
ITEM	MEAN	SD	MEAN	SD
ITEM 7	4.377	0.681	4.404	0.693
ITEM 8	3.825	0.944	3.846	0.849
ITEM 9	3.814	0.955	3.654	1.118
ITEM 10	2.261	1.292	3.000	1.414
ITEM 11	3.569	0.994	3.904	0.955
ITEM 12	3.957	0.795	3.904	0.823
ITEM 13	4.014	0.708	3.923	0.788
ITEM 14	4.259	0.632	4.346	0.764
ITEM 15	3.657	0.829	4.115	0.808
ITEM 16	4.113	0.827	4.113	0.670
ITEM 17	3.473	1.265	3.396	1.306
ITEM 18	4.117	0.911	3.642	1.128
ITEM 19	3.819	1.237	3.792	1.261
ITEM 20	4.184	0.874	4.453	0.667
ITEM 21	3.621	1.145	4.000	0.969
ITEM 22	4.124	0.905	4.058	0.916
ITEM 23	3.675	1.216	3.788	1.054
ITEM 24	4.105	0.784	3.979	0.863
ITEM 25	3.420	1.233	3.706	1.188
ITEM 26	3.702	0.700	3.519	0.700
ITEM 27	2.473	1.326	2.679	1.356
ITEM 28	2.445	1.308	2.528	1.339
ITEM 29	4.294	0.765	4.212	0.776
ITEM 30	4.323	0.720	4.077	0.788
ITEM 31	4.489	0.610	4.404	0.721
ITEM 32	4.050	0.852	3.714	0.979
ITEM 33	2.324	1.120	2.333	1.071
ITEM 34	3.889	0.876	3.788	0.957
ITEM 35	1.743	0.975	1.981	1.057
ITEM 36	4.057	0.874	4.000	0.938
ITEM 37	4.107	0.894	4.038	0.969
ITEM 38	3.899	0.937	3.740	1.065
ITEM 39	4.197	0.745	4.040	0.903
ITEM 40	4.172	0.709	4.059	0.858
ITEM 41	4.082	0.732	4.039	0.848
ITEM 42	4.198	0.636	4.118	0.791
ITEM 43	4.336	0.756	4.280	0.730
ITEM 44	2.229	1.234	2.255	1.278
ITEM 45	4.356	0.650	4.460	0.579
ITEM 46	4.320	0.710	4.314	0.812
ITEM 47	3.986	0.649	4.275	0.635
ITEM 48	3.581	0.956	3.863	0.917
ITEM 49	3.487	0.970	3.490	1.120
ITEM 50	4.163	0.799	4.082	0.862
ITEM 51	4.322	0.743	4.472	0.541
ITEM 52	4.316	0.651	4.453	0.539
ITEM 53	3.861	0.895	3.981	0.888
ITEM 54	4.018	0.845	4.020	0.990
ITEM 55	2.769	1.328	2.980	1.349
ITEM 56	4.114	0.761	4.000	0.855
ITEM 57	3.926	0.837	3.736	0.944
ITEM 58	4.138	0.735	4.019	0.909
ITEM 59	3.523	1.021	3.519	1.093
ITEM 60	3.514	0.774	3.472	0.932
ITEM 61	3.427	0.975	3.216	1.205
ITEM 62	4.113	0.760	3.868	0.962
ITEM 63	3.852	0.875	3.679	1.034
ITEM 64	4.188	0.703	4.132	0.878
ITEM 65	3.811	0.872	3.717	0.928
ITEM 66	3.996	0.820	3.774	1.050
ITEM 67	3.546	1.087	3.491	1.154
ITEM 68	3.910	0.883	4.058	0.938

Table B-27

OPINION SURVEY MEANS AND STANDARD DEVIATIONS FOR CENTRAL OFFICE/SPECIAL POPULATIONS BY RACE AND ITEM

	CAUCASIAN (N = 543)		BLACK (N = 67)	
ITEM	MEAN	SD	MEAN	SD
ITEM 6	3.776	0.993	3.636	1.223
ITEM 7	3.752	0.945	3.746	1.092
ITEM 8	3.772	0.948	3.661	1.092
ITEM 9	3.618	1.007	3.245	1.299
ITEM 10	4.072	0.888	3.922	1.013
ITEM 11	3.690	1.027	3.338	1.266
ITEM 12	3.394	[illegible]	3.306	1.168
ITEM 13	3.444	1.006	3.290	1.165
ITEM 14	3.948	0.920	3.783	1.075
ITEM 15	4.173	0.824	4.015	0.969
ITEM 16	4.318	0.694	4.138	0.899
ITEM 17	4.049	0.957	3.639	1.198
ITEM 18	3.951	0.929	3.594	1.065
ITEM 19	4.346	0.809	4.123	1.038
ITEM 20	3.669	1.026	3.636	0.816
ITEM 21	2.943	1.255	2.780	1.365
ITEM 22	3.465	1.089	3.152	1.167
ITEM 23	3.507	1.075	3.172	1.216
ITEM 24	2.199	1.155	2.369	1.364
ITEM 25	3.855	1.003	3.646	1.268
ITEM 26	3.721	1.113	3.470	1.292
ITEM 27	4.035	0.848	4.119	0.913
ITEM 28	3.747	1.046	3.754	1.061
ITEM 29	3.489	1.055	3.716	0.966
ITEM 30	3.337	1.128	3.349	1.138
ITEM 31	3.732	0.935	3.614	1.082
ITEM 32	3.623	1.057	3.492	1.230
ITEM 33	3.448	1.186	3.060	1.278
ITEM 34	3.222	0.878	3.000	0.957
ITEM 35	3.166	1.157	2.806	1.185
ITEM 36	3.593	1.079	3.448	1.197
ITEM 37	3.306	1.112	3.328	1.128
ITEM 38	3.819	0.949	3.609	1.078
ITEM 39	3.283	1.063	3.000	1.132
ITEM 40	3.422	1.153	3.238	1.118
ITEM 41	3.206	1.269	2.924	1.362

Table B-28

OPINION SURVEY MEANS AND STANDARD DEVIATIONS FOR TEACHERS BY SEX AND ITEM

	FEMALE (N=4226)		MALE (N=1131)	
ITEM	MEAN	SD	MEAN	SD
ITEM 6	3.808	1.002	3.628	1.073
ITEM 7	3.437	1.073	3.323	1.079
ITEM 8	3.134	1.157	3.113	1.188
ITEM 9	3.549	1.249	3.319	1.283
ITEM 10	4.116	0.883	3.875	0.976
ITEM 11	3.609	1.129	3.454	1.139
ITEM 12	3.203	1.120	3.088	1.100
ITEM 13	3.329	1.051	3.228	1.066
ITEM 14	3.825	0.976	3.710	0.955
ITEM 15	3.411	1.077	3.343	1.103
ITEM 16	3.702	1.000	3.488	1.045
ITEM 17	3.942	0.969	3.912	0.961
ITEM 18	3.649	1.110	3.505	1.158
ITEM 19	3.942	1.137	3.891	1.113
ITEM 20	3.881	0.993	3.728	1.040
ITEM 21	3.390	1.096	3.275	1.106
ITEM 22	3.174	0.912	3.115	0.981
ITEM 23	3.161	0.900	3.125	0.954
ITEM 24	3.668	0.948	3.500	0.955
ITEM 25	3.909	0.866	3.738	0.915
ITEM 26	4.046	0.786	3.900	0.820
ITEM 27	3.170	1.168	3.156	1.136
ITEM 28	3.674	1.146	3.614	1.165
ITEM 29	2.494	1.413	2.441	1.386
ITEM 30	2.224	1.266	2.244	1.274
ITEM 31	3.317	1.164	3.252	1.151
ITEM 32	3.585	0.979	3.504	0.997
ITEM 33	4.028	0.967	3.985	0.998
ITEM 34	3.404	1.064	3.400	1.032
ITEM 35	3.328	1.243	3.373	1.202
ITEM 36	3.084	1.187	3.072	1.176
ITEM 37	3.120	1.171	3.132	1.168
ITEM 38	2.598	1.296	2.782	1.377
ITEM 39	3.535	1.174	3.331	1.201
ITEM 40	3.370	1.275	3.241	1.288
ITEM 41	3.354	1.083	3.261	1.127
ITEM 42	3.761	0.917	3.617	0.994
ITEM 43	3.890	0.932	3.742	1.020
ITEM 44	3.799	1.032	3.674	1.077
ITEM 45	3.891	1.080	3.804	1.097
ITEM 46	3.593	1.072	3.553	1.085
ITEM 47	3.949	0.977	3.879	0.993
ITEM 48	3.866	1.028	3.817	1.025
ITEM 49	3.872	0.944	3.744	1.001
ITEM 50	2.499	1.300	2.667	1.332
ITEM 51	3.858	0.907	3.597	1.016
ITEM 52	3.461	1.115	3.356	1.152
ITEM 53	3.519	0.982	3.466	0.972
ITEM 54	3.129	1.149	3.052	1.139
ITEM 55	3.113	1.163	3.072	1.149
ITEM 56	3.499	1.056	3.380	1.069
ITEM 57	3.249	1.128	3.225	1.146
ITEM 58	2.976	1.263	2.976	1.241
ITEM 59	2.967	0.919	2.926	0.976
ITEM 60	2.593	1.156	2.571	1.160
ITEM 61	3.140	1.192	3.112	1.202
ITEM 62	2.981	1.144	2.955	1.129
ITEM 63	3.427	1.134	3.397	1.129
ITEM 64	2.901	1.141	2.880	1.130
ITEM 65	3.130	1.234	3.127	1.201
ITEM 66	2.795	1.311	2.806	1.306

Table B-29

OPINION SURVEY MEANS AND STANDARD DEVIATIONS FOR PRINCIPALS/ASSISTANT PRINCIPALS BY SEX AND ITEM

	FEMALE (N=105)		MALE (N=237)			FEMALE (N=105)		MALE (N=237)	
ITEM	MEAN	SD	MEAN	SD	ITEM	MEAN	SD	MEAN	SD
ITEM 7	4.350	0.724	4.396	0.661	ITEM 38	3.951	0.974	3.848	0.943
ITEM 8	3.873	1.040	3.796	0.873	ITEM 39	4.294	0.726	4.138	0.788
ITEM 9	3.893	1.009	3.756	0.961	ITEM 40	4.186	0.793	4.150	0.718
ITEM 10	2.641	1.378	2.274	1.308	ITEM 41	4.108	0.807	4.073	0.730
ITEM 11	3.796	0.901	3.553	1.021	ITEM 42	4.275	0.798	4.155	0.612
ITEM 12	3.981	0.852	3.928	0.798	ITEM 43	4.360	0.811	4.319	0.722
ITEM 13	4.058	0.790	3.966	0.717	ITEM 44	2.020	1.177	2.330	1.259
ITEM 14	4.340	0.665	4.254	0.648	ITEM 45	4.466	0.607	4.348	0.653
ITEM 15	3.850	0.757	3.688	0.874	ITEM 46	4.423	0.797	4.283	0.693
ITEM 16	4.126	0.723	4.114	0.833	ITEM 47	4.080	0.734	4.030	0.627
ITEM 17	3.320	1.293	3.500	1.253	ITEM 48	3.718	1.004	3.582	0.936
ITEM 18	4.136	0.929	3.992	0.991	ITEM 49	3.621	0.930	3.448	1.026
ITEM 19	3.476	1.320	3.970	1.166	ITEM 50	4.294	0.765	4.088	0.814
ITEM 20	4.427	0.636	4.139	0.912	ITEM 51	4.448	0.665	4.297	0.730
ITEM 21	3.792	1.125	3.627	1.125	ITEM 52	4.371	0.711	4.312	0.601
ITEM 22	4.277	0.873	4.048	0.922	ITEM 53	3.951	0.922	3.847	0.883
ITEM 23	3.861	1.149	3.621	1.211	ITEM 54	4.167	0.797	3.965	0.890
ITEM 24	4.181	0.803	4.031	0.806	ITEM 55	3.069	1.292	2.698	1.339
ITEM 25	3.418	1.192	3.504	1.234	ITEM 56	4.257	0.747	4.030	0.794
ITEM 26	3.633	0.738	3.687	0.691	ITEM 57	4.029	0.790	3.847	0.886
ITEM 27	2.777	1.428	2.424	1.304	ITEM 58	4.221	0.750	4.081	0.781
ITEM 28	2.786	1.426	2.356	1.268	ITEM 59	3.563	1.035	3.502	1.035
ITEM 29	4.398	0.719	4.246	0.777	ITEM 60	3.549	0.766	3.491	0.816
ITEM 30	4.437	0.763	4.220	0.728	ITEM 61	3.455	0.954	3.376	1.046
ITEM 31	4.553	0.638	4.466	0.600	ITEM 62	4.171	0.778	4.038	0.818
ITEM 32	4.204	0.772	3.918	0.906	ITEM 63	3.905	0.883	3.797	0.923
ITEM 33	2.107	1.162	2.427	1.083	ITEM 64	4.257	0.707	4.153	0.741
ITEM 34	3.990	0.831	3.834	0.921	ITEM 65	3.895	0.854	3.765	0.889
ITEM 35	1.631	0.886	1.855	1.042	ITEM 66	4.095	0.741	3.898	0.937
ITEM 36	4.000	0.959	4.077	0.844	ITEM 67	3.714	1.026	3.468	1.122
ITEM 37	4.165	0.961	4.077	0.895	ITEM 68	3.990	0.842	3.905	0.907

Table B-30

OPINION SURVEY MEANS AND STANDARD DEVIATIONS FOR CENTRAL OFFICE/SPECIAL POPULATIONS BY SEX AND ITEM

	FEMALE (N=496)		MALE (N=116)	
ITEM	MEAN	SD	MEAN	SD
ITEM 6	3.778	1.005	3.699	1.101
ITEM 7	3.718	0.964	3.842	0.946
ITEM 8	3.745	0.958	3.853	0.980
ITEM 9	3.604	1.052	3.667	1.050
ITEM 10	4.052	0.902	4.107	0.874
ITEM 11	3.646	1.051	3.690	1.119
ITEM 12	3.519	0.974	3.724	1.042
ITEM 13	3.376	1.010	3.619	1.086
ITEM 14	3.905	0.936	4.048	0.934
ITEM 15	4.142	0.826	4.204	0.918
ITEM 16	4.279	0.727	4.398	0.675
ITEM 17	4.000	0.997	4.000	1.044
ITEM 18	3.874	0.942	4.080	1.001
ITEM 19	4.297	0.853	4.447	0.765
ITEM 20	3.642	1.001	3.796	1.001
ITEM 21	2.942	1.253	2.850	1.330
ITEM 22	3.389	1.099	3.611	1.105
ITEM 23	3.429	1.089	3.646	1.117
ITEM 24	2.204	1.183	2.009	1.195
ITEM 25	3.827	1.045	3.838	1.032
ITEM 26	3.663	1.148	3.857	1.098
ITEM 27	4.018	0.864	4.183	0.790
ITEM 28	3.705	1.051	3.919	1.046
ITEM 29	3.483	1.054	3.640	1.040
ITEM 30	3.290	1.133	3.535	1.107
ITEM 31	3.683	0.956	3.853	0.941
ITEM 32	3.565	1.073	3.795	1.100
ITEM 33	3.370	1.210	3.565	1.171
ITEM 34	3.160	0.859	3.364	1.004
ITEM 35	3.093	1.137	3.315	1.198
ITEM 36	3.548	1.084	3.717	1.138
ITEM 37	3.268	1.094	3.495	1.198
ITEM 38	3.762	0.979	3.938	0.929
ITEM 39	3.208	1.045	3.434	1.187
ITEM 40	3.355	1.163	3.613	1.089
ITEM 41	3.125	1.274	3.395	1.301

Table B-31

OPINION SURVEY MEANS AND STANDARD DEVIATIONS FOR SCHOOL BOARD MEMBERS BY SEX AND ITEM

	FEMALE (N=16)		MALE (N=55)	
ITEM	MEAN	SD	MEAN	SD
ITEM 3	4.563	0.512	4.673	0.640
ITEM 4	4.375	0.500	4.382	0.707
ITEM 5	4.286	0.726	4.189	0.856
ITEM 6	4.188	0.655	4.204	0.855
ITEM 7	4.188	0.655	4.358	0.787
ITEM 8	3.267	1.335	2.981	1.310
ITEM 9	2.533	1.125	2.389	1.235
ITEM 10	4.400	0.507	4.545	0.715
ITEM 11	4.063	0.772	3.945	0.848
ITEM 12	3.733	0.884	3.855	1.079
ITEM 13	4.000	0.535	3.855	0.826
ITEM 14	1.750	0.856	1.655	1.004
ITEM 15	4.125	0.885	4.170	1.033
ITEM 16	4.063	0.929	4.019	0.981
ITEM 17	4.267	0.458	4.091	0.752
ITEM 18	4.188	0.544	4.236	0.744
ITEM 19	4.071	0.616	3.963	0.800
ITEM 20	4.000	0.730	4.036	0.999
ITEM 21	4.133	0.640	3.927	1.103
ITEM 22	3.375	0.806	3.463	0.862
ITEM 23	4.067	0.594	3.655	1.092
ITEM 24	4.250	0.775	4.019	0.981
ITEM 25	4.000	0.655	3.741	0.994
ITEM 26	4.267	0.458	4.109	0.875
ITEM 27	3.800	0.775	3.577	1.109
ITEM 28	3.929	0.997	3.963	0.931
ITEM 29	3.667	0.617	4.000	0.832

Table B-32

OPINION SURVEY MEANS AND STANDARD DEVIATIONS FOR PRINCIPALS/ASSISTANT PRINCIPALS BY TYPE OF RESPONDENT AND ITEM

	Assistant Principal (N=157)		Principal (N=189)			Assistant Principal (N=157)		Principal (N=189)	
ITEM	MEAN	SD	MEAN	SD	ITEM	MEAN	SD	MEAN	SD
ITEM 7	4.381	0.677	4.385	0.681	ITEM 38	3.722	0.967	4.005	0.915
ITEM 8	3.753	0.931	3.882	0.920	ITEM 39	4.085	0.769	4.265	0.759
ITEM 9	3.805	0.929	3.781	1.016	ITEM 40	4.072	0.844	4.231	0.637
ITEM 10	2.481	1.279	2.316	1.388	ITEM 41	4.033	0.790	4.129	0.716
ITEM 11	3.716	0.972	3.556	1.011	ITEM 42	4.118	0.725	4.254	0.621
ITEM 12	3.968	0.801	3.931	0.821	ITEM 43	4.430	0.698	4.259	0.779
ITEM 13	4.000	0.739	3.995	0.739	ITEM 44	2.130	1.153	2.308	1.301
ITEM 14	4.232	0.653	4.324	0.651	ITEM 45	4.329	0.656	4.432	0.623
ITEM 15	3.687	0.818	3.771	0.863	ITEM 46	4.252	0.786	4.398	0.668
ITEM 16	4.083	0.827	4.165	0.780	ITEM 47	4.007	0.658	4.076	0.655
ITEM 17	3.652	1.177	3.293	1.322	ITEM 48	3.639	1.006	3.620	0.927
ITEM 18	4.038	1.002	4.053	0.952	ITEM 49	3.477	0.974	3.532	1.020
ITEM 19	3.647	1.294	3.936	1.182	ITEM 50	4.120	0.835	4.179	0.779
ITEM 20	4.308	0.767	4.170	0.903	ITEM 51	4.312	0.678	4.378	0.739
ITEM 21	3.747	1.112	3.620	1.150	ITEM 52	4.290	0.634	4.378	0.638
ITEM 22	4.074	0.923	4.151	0.912	ITEM 53	3.890	0.857	3.872	0.924
ITEM 23	3.642	1.195	3.750	1.193	ITEM 54	4.205	0.724	3.880	0.942
ITEM 24	3.943	0.826	4.182	0.771	ITEM 55	3.078	1.234	2.604	1.385
ITEM 25	3.701	1.069	3.294	1.309	ITEM 56	4.110	0.794	4.106	0.780
ITEM 26	3.569	0.745	3.750	0.659	ITEM 57	3.936	0.822	3.878	0.890
ITEM 27	2.742	1.395	2.367	1.299	ITEM 58	4.103	0.821	4.154	0.733
ITEM 28	2.561	1.349	2.426	1.320	ITEM 59	3.538	1.031	3.522	1.036
ITEM 29	4.284	0.754	4.303	0.773	ITEM 60	3.559	0.795	3.478	0.807
ITEM 30	4.239	0.782	4.330	0.707	ITEM 61	3.338	0.930	3.470	1.084
ITEM 31	4.484	0.648	4.473	0.616	ITEM 62	4.089	0.850	4.080	0.768
ITEM 32	3.993	0.839	4.027	0.903	ITEM 63	3.783	0.989	3.878	0.834
ITEM 33	2.370	1.108	2.294	1.124	ITEM 64	4.159	0.772	4.219	0.696
ITEM 34	3.882	0.884	3.883	0.906	ITEM 65	3.752	0.917	3.855	0.854
ITEM 35	1.697	0.885	1.849	1.080	ITEM 66	3.942	0.882	3.984	0.886
ITEM 36	4.105	0.804	4.021	0.933	ITEM 67	3.667	1.086	3.468	1.106
ITEM 37	4.169	0.920	4.048	0.912	ITEM 68	3.942	0.870	3.941	0.904

Table B-33

OPINION SURVEY MEANS AND STANDARD DEVIATIONS FOR CENTRAL OFFICE/SPECIAL POPULATIONS BY TYPE OF RESPONDENT AND ITEM

ITEM	Asst/Assoc Superintendent (N=20)		Coordinator (N=5)		[illegible]		Library/Media Specialist (N=169)		Observer/Evaluator (N=19)		Psychologist (N=24)	
	MEAN	SD	MEAN	SD	MEAN	SD	MEAN	SD	MEAN	SD	MEAN	SD
ITEM 6	3.895	0.994	4.000	1.414	[illegible]	[illegible]	3.735	1.034	4.737	0.452	3.130	1.180
ITEM 7	3.947	0.970	4.200	0.837	[illegible]	[illegible]	3.536	0.934	4.421	0.507	3.125	1.116
ITEM 8	3.789	0.855	4.400	0.894	[illegible]	[illegible]	3.730	0.876	4.579	0.507	3.286	0.956
ITEM 9	3.842	0.898	4.400	0.894	[illegible]	[illegible]	3.490	1.083	4.474	0.772	3.048	0.973
ITEM 10	4.684	0.478	4.000	1.414	[illegible]	[illegible]	3.934	0.895	4.895	0.315	3.364	1.177
ITEM 11	4.000	1.054	4.000	1.414	[illegible]	[illegible]	3.500	1.072	4.737	0.452	2.864	1.356
ITEM 12	4.200	0.696	4.400	0.894	[illegible]	[illegible]	3.336	1.005	4.263	0.733	3.000	1.029
ITEM 13	4.100	0.912	3.800	1.304	[illegible]	[illegible]	3.254	1.028	2.684	1.455	2.944	0.998
ITEM 14	4.400	0.598	4.400	0.894	[illegible]	[illegible]	3.710	1.013	4.632	0.761	3.684	0.946
ITEM 15	4.750	0.444	4.600	0.548	[illegible]	[illegible]	4.012	0.838	4.895	0.315	3.591	1.182
ITEM 16	4.684	0.478	4.600	0.894	[illegible]	[illegible]	4.235	0.641	4.895	0.315	4.136	0.834
ITEM 17	4.105	0.994	4.600	0.548	[illegible]	[illegible]	3.738	1.140	4.579	0.507	3.545	1.184
ITEM 18	4.600	0.598	4.400	0.894	[illegible]	[illegible]	3.663	0.982	4.889	0.323	3.409	1.221
ITEM 19	4.550	0.510	4.800	0.447	[illegible]	[illegible]	4.077	0.922	5.000	0.000	4.167	1.007
ITEM 20	4.150	0.671	4.200	0.837	[illegible]	[illegible]	3.506	0.962	4.737	0.452	3.087	1.203
ITEM 21	1.900	0.852	2.500	1.000	[illegible]	[illegible]	3.202	1.166	1.368	0.955	3.591	1.221
ITEM 22	3.850	0.745	3.600	1.517	[illegible]	[illegible]	3.223	1.098	4.421	0.607	3.130	1.058
ITEM 23	3.850	0.745	3.600	1.517	[illegible]	[illegible]	3.248	1.101	4.667	0.485	2.955	1.253
ITEM 24	1.300	0.571	2.000	1.414	[illegible]	[illegible]	2.412	1.189	1.053	[illegible]	2.636	1.364
ITEM 25	4.200	1.056	3.600	1.140	[illegible]	[illegible]	3.641	1.099	4.737	0.452	3.318	1.460
ITEM 26	4.100	1.071	4.000	1.000	[illegible]	[illegible]	3.370	1.211	4.684	0.478	3.130	1.140
ITEM 27	4.450	0.605	4.200	1.304	[illegible]	[illegible]	3.922	0.809	4.789	0.419	3.917	0.717
ITEM 28	4.316	0.582	4.200	0.837	[illegible]	[illegible]	3.731	0.978	4.632	0.597	3.500	1.012
ITEM 29	3.526	1.073	3.500	0.577	[illegible]	[illegible]	3.521	0.939	4.368	0.831	3.227	1.066
ITEM 30	3.800	1.005	4.000	1.414	[illegible]	[illegible]	3.194	1.053	4.842	0.501	2.682	1.041
ITEM 31	3.947	0.705	4.200	0.837	[illegible]	[illegible]	3.497	0.956	4.632	0.597	3.273	0.767
ITEM 32	4.100	0.788	4.200	1.304	3.414	1.079	3.415	1.027	4.842	0.375	3.250	0.944
ITEM 33	3.950	0.826	4.400	0.894	3.253	1.220	3.114	1.213	4.579	0.692	3.167	1.204
ITEM 34	3.550	0.826	3.400	1.140	3.032	0.908	3.026	0.811	4.389	0.502	3.048	0.973
ITEM 35	3.900	0.641	3.600	1.140	2.975	1.145	2.830	1.146	4.500	0.514	2.792	1.103
ITEM 36	4.050	0.759	3.800	1.304	3.429	1.088	3.345	1.061	4.737	0.452	3.208	1.103
ITEM 37	3.750	1.070	4.000	1.414	3.094	1.066	3.018	1.090	4.611	0.502	2.792	1.141
ITEM 38	4.150	0.489	4.600	0.548	3.648	0.987	3.611	0.968	4.842	0.375	3.458	0.932
ITEM 39	3.700	0.979	3.800	0.837	3.012	1.043	3.037	0.978	4.611	0.502	2.958	0.999
ITEM 40	3.750	0.716	4.000	1.000	3.238	1.130	3.157	1.191	4.556	0.511	3.125	1.035
ITEM 41	3.684	1.204	4.000	1.414	3.012	1.284	2.940	1.251	4.632	0.597	2.545	1.335

(Table B-33 is continued on next page.)

Table B-33 (Continued)

OPINION SURVEY MEANS AND STANDARD DEVIATIONS FOR CENTRAL OFFICE/SPECIAL POPULATIONS BY TYPE OF RESPONDENT AND ITEM

	Social Worker (N=9)		Speech & Hearing Therapist N=54)		Supervisor (N=24)		Other CO Staff (N=121)		Teacher-Other (N=10)	
ITEMS	MEAN	SD	MEAN	SD	MEAN	SD	MEAN	SD	MEAN	SD
ITEM 6	4.375	0.518	3.722	0.940	3.478	1.238	3.880	0.911	2.900	1.101
ITEM 7	3.556	1.014	3.722	0.940	3.957	1.022	3.949	0.856	3.400	1.350
ITEM 8	4.143	0.690	3.750	0.947	4.045	0.999	3.817	1.011	3.556	1.236
ITEM 9	4.000	0.577	3.681	0.935	3.950	0.999	3.760	1.047	3.400	1.265
ITEM 10	4.111	0.928	4.038	0.839	4.273	[illegible]	4.119	0.869	4.200	0.422
ITEM 11	4.250	0.707	3.660	0.979	3.696	1.146	3.769	1.012	3.700	0.675
ITEM 12	4.167	0.753	3.386	0.754	4.182	1.006	3.786	1.026	3.200	0.919
ITEM 13	4.000	0.632	3.227	0.774	4.045	0.999	3.767	1.021	2.900	0.876
ITEM 14	3.875	1.126	4.021	0.838	3.932	1.071	4.108	0.878	3.300	0.949
ITEM 15	4.500	0.535	4.056	0.787	4.318	0.945	4.359	0.725	4.100	0.876
ITEM 16	4.714	0.488	4.241	0.671	4.455	0.884	4.429	0.671	3.900	1.101
ITEM 17	4.500	0.756	4.130	0.953	4.182	0.958	4.068	0.907	4.100	1.449
ITEM 18	4.750	0.463	3.642	1.002	4.261	0.689	4.169	0.777	4.000	0.471
ITEM 19	4.875	0.354	4.222	0.861	4.583	0.584	4.513	0.758	4.100	0.876
ITEM 20	4.375	1.061	3.500	1.076	3.917	0.830	3.822	0.883	3.500	0.850
ITEM 21	3.000	1.291	3.020	1.237	1.833	1.167	2.566	1.231	3.400	0.966
ITEM 22	3.625	1.061	3.566	1.118	3.833	0.868	3.669	1.046	3.500	0.707
ITEM 23	3.750	1.035	3.370	1.121	3.750	1.113	3.729	0.940	3.600	0.699
ITEM 24	2.000	1.309	2.151	1.099	1.478	0.790	2.043	1.125	2.600	1.174
ITEM 25	4.250	0.463	3.741	0.915	4.174	0.937	3.923	0.863	4.000	0.667
ITEM 26	4.143	0.690	3.755	0.939	4.217	1.043	3.908	0.991	3.400	1.075
ITEM 27	4.000	1.155	3.889	0.718	4.583	0.717	4.182	0.913	4.100	0.876
ITEM 28	4.000	1.265	3.529	0.902	4.182	1.097	3.870	1.120	3.900	1.101
ITEM 29	3.667	1.000	3.481	0.966	3.826	1.267	3.681	1.025	2.900	1.370
ITEM 30	3.375	1.408	3.212	1.035	3.708	1.233	3.546	1.072	3.200	1.317
ITEM 31	4.400	0.548	3.765	0.862	4.364	0.658	3.982	0.910	4.000	0.471
ITEM 32	3.750	1.035	3.596	1.034	4.292	0.999	3.741	1.135	3.700	0.823
ITEM 33	4.000	1.000	3.491	1.154	3.875	1.154	3.567	1.150	3.900	1.080
ITEM 34	3.833	0.753	3.102	0.770	3.792	0.833	3.306	0.901	3.000	0.471
ITEM 35	3.500	0.926	3.226	1.120	3.542	1.215	3.345	1.165	2.800	0.422
ITEM 36	3.875	1.126	3.377	1.042	4.375	0.824	3.798	1.094	3.500	1.080
ITEM 37	3.375	1.188	3.180	0.983	4.042	0.955	3.703	1.024	2.800	1.135
ITEM 38	4.125	0.991	3.846	0.777	4.333	0.963	3.899	0.995	3.800	0.919
ITEM 39	3.500	1.069	3.365	1.048	3.917	1.018	3.379	1.124	3.400	1.075
ITEM 40	4.125	0.991	3.373	1.058	4.042	0.999	3.612	1.163	3.000	1.054
ITEM 41	4.000	1.069	3.208	1.230	3.792	1.179	3.275	1.230	3.200	1.317

Table B-34

OPINION SURVEY MEANS AND STANDARD DEVIATIONS FOR TEACHERS BY GRADE AND ITEM

ITEM	K - 5 (N=2341) MEAN	K - 5 (N=2341) SD	6 - 8 (N=1294) MEAN	6 - 8 (N=1294) SD	9 - 12 (N=1724) MEAN	9 - 12 (N=1724) SD
ITEM 6	3.839	0.989	3.766	1.034	[illegible]	[illegible]
ITEM 7	3.450	1.050	3.410	1.094	[illegible]	[illegible]
ITEM 8	3.121	1.129	3.110	1.202	3.107	[illegible]
ITEM 9	3.581	1.257	3.575	1.240	[illegible]	[illegible]
ITEM 10	4.133	0.832	4.120	0.890	[illegible]	[illegible]
ITEM 11	3.693	1.121	3.603	1.136	[illegible]	[illegible]
ITEM 12	3.192	1.108	3.169	1.122	[illegible]	[illegible]
ITEM 13	3.323	1.041	3.302	1.061	[illegible]	[illegible]
ITEM 14	3.850	0.951	3.776	1.011	[illegible]	[illegible]
ITEM 15	3.398	1.005	3.373	1.103	[illegible]	[illegible]
ITEM 16	3.731	0.970	3.649	1.022	[illegible]	[illegible]
ITEM 17	3.974	0.860	3.945	0.965	[illegible]	[illegible]
ITEM 18	3.640	1.117	3.640	1.113	[illegible]	[illegible]
ITEM 19	3.967	1.126	3.854	1.158	[illegible]	[illegible]
ITEM 20	3.867	0.984	3.807	1.060	[illegible]	[illegible]
ITEM 21	3.430	1.052	3.357	1.124	[illegible]	[illegible]
ITEM 22	3.219	0.874	3.158	0.944	[illegible]	[illegible]
ITEM 23	3.212	0.864	3.129	0.919	[illegible]	[illegible]
ITEM 24	3.709	0.917	3.587	0.936	[illegible]	[illegible]
ITEM 25	3.919	0.849	3.836	0.893	[illegible]	[illegible]
ITEM 26	4.053	0.770	3.999	0.807	[illegible]	[illegible]
ITEM 27	3.213	1.138	3.168	1.156	[illegible]	[illegible]
ITEM 28	3.705	1.119	3.615	1.182	[illegible]	[illegible]
ITEM 29	2.594	1.427	2.360	1.385	2.418	[illegible]
ITEM 30	2.306	1.290	2.162	1.260	[illegible]	[illegible]
ITEM 31	3.328	1.136	3.273	1.181	[illegible]	[illegible]
ITEM 32	3.615	0.935	3.540	1.009	3.475	[illegible]
ITEM 33	4.008	0.935	3.995	1.014	4.013	[illegible]
ITEM 34	3.384	1.056	3.435	1.054	[illegible]	[illegible]
ITEM 35	3.375	1.236	3.285	1.232	[illegible]	[illegible]
ITEM 36	3.128	1.183	3.046	1.172	2.980	[illegible]

ITEM	K - 5 (N=2341) MEAN	K - 5 (N=2341) SD	6 - 8 (N=1294) MEAN	6 - 8 (N=1294) SD	9 - 12 (N=1724) MEAN	9 - 12 (N=1724) SD
ITEM 37	[illegible]	1.163	3.065	1.176	3.055	1.180
ITEM 38	2.614	1.390	2.604	1.324	2.759	1.343
ITEM 39	[illegible]	1.181	3.472	1.201	3.448	1.188
ITEM 40	[illegible]	1.283	3.360	1.282	3.267	1.283
ITEM 41	[illegible]	1.055	3.242	1.125	3.270	1.121
ITEM 42	[illegible]	0.918	3.759	0.918	3.643	0.979
ITEM 43	[illegible]	0.908	3.823	0.968	3.777	1.020
ITEM 44	[illegible]	1.022	3.741	1.033	3.707	1.097
ITEM 45	[illegible]	[illegible]	3.872	1.083	3.742	1.134
ITEM 46	[illegible]	[illegible]	3.548	1.083	3.331	1.106
ITEM 47	[illegible]	[illegible]	3.930	1.002	4.010	1.018
ITEM 48	[illegible]	[illegible]	3.856	1.041	3.738	1.086
ITEM 49	[illegible]	0.924	3.807	0.984	[illegible]	1.000
ITEM 50	[illegible]	[illegible]	2.560	1.319	2.448	1.253
ITEM 51	[illegible]	[illegible]	3.785	0.962	[illegible]	0.999
ITEM 52	[illegible]	[illegible]	3.409	1.142	3.233	1.176
ITEM 53	[illegible]	0.924	3.506	0.985	[illegible]	1.025
ITEM 54	[illegible]	[illegible]	3.044	1.156	[illegible]	1.163
ITEM 55	[illegible]	1.146	3.019	1.181	[illegible]	1.168
ITEM 56	[illegible]	1.020	3.463	1.095	3.374	1.093
ITEM 57	[illegible]	1.108	3.224	1.130	3.158	1.167
ITEM 58	[illegible]	1.248	2.967	1.262	2.919	1.263
ITEM 59	[illegible]	0.898	2.970	0.943	2.922	0.969
ITEM 60	[illegible]	1.132	2.581	1.159	2.511	1.162
ITEM 61	3.133	1.173	3.119	1.207	3.045	1.215
ITEM 62	3.002	1.127	2.948	1.140	2.897	1.149
ITEM 63	[illegible]	1.110	3.417	1.141	3.318	1.167
ITEM 64	[illegible]	1.124	2.904	1.162	2.773	1.126
ITEM 65	[illegible]	1.207	3.112	1.242	3.030	1.263
ITEM 66	[illegible]	1.296	2.798	1.319	2.708	1.303

Table B-35

OPINION SURVEY MEANS AND STANDARD DEVIATIONS FOR PRINCIPALS/ASSISTANT PRINCIPALS BY GRADE LEVEL SERVED AND ITEM

	K-5 (N=158)		6-8 (N=88)		9-12 (N=96)			K-5 (N=158)		6-8 (N=88)		9-12 (N=96)	
ITEM	MEAN	SD	MEAN	SD	MEAN	SD	ITEM	MEAN	SD	MEAN	SD	MEAN	SD
ITEM 7	4.335	0.787	4.400	0.516	4.463	0.561	ITEM 38	3.917	0.940	3.952	0.795	3.742	1.072
ITEM 8	3.828	0.955	3.871	0.870	3.800	0.906	ITEM 39	4.159	0.797	4.241	0.691	4.181	0.775
ITEM 9	3.715	1.023	3.894	0.939	3.883	0.890	ITEM 40	4.134	0.717	4.167	0.691	4.191	0.820
ITEM 10	2.459	1.342	2.512	1.453	2.202	1.232	ITEM 41	4.045	0.779	4.107	0.640	4.117	0.801
ITEM 11	3.726	0.931	3.581	1.068	3.495	1.050	ITEM 42	4.185	0.741	4.143	0.563	4.237	0.649
ITEM 12	3.905	0.865	3.988	0.711	3.958	0.811	ITEM 43	4.263	0.788	4.464	0.630	4.348	0.762
ITEM 13	4.013	0.770	3.988	0.660	3.968	0.764	ITEM 44	2.408	1.291	2.059	1.169	2.086	1.186
ITEM 14	4.323	0.621	4.256	0.617	4.242	0.740	ITEM 45	4.433	0.633	4.365	0.595	4.340	0.681
ITEM 15	3.852	0.763	3.726	0.827	3.554	0.965	ITEM 46	4.389	0.765	4.276	0.659	4.312	0.691
ITEM 16	4.101	0.854	4.221	0.640	4.083	0.842	ITEM 47	4.123	0.526	4.035	0.715	3.946	0.776
ITEM 17	3.241	1.294	3.628	1.189	3.611	1.266	ITEM 48	3.633	0.944	3.690	0.956	3.581	1.004
ITEM 18	4.146	0.851	4.023	1.017	3.875	1.107	ITEM 49	3.490	1.053	3.494	0.999	3.559	0.914
ITEM 19	3.829	1.195	3.709	1.388	3.844	1.199	ITEM 50	4.235	0.723	4.143	0.778	4.043	0.943
ITEM 20	4.203	0.901	4.291	0.795	4.219	0.810	ITEM 51	4.323	0.759	4.330	0.707	4.442	0.540
ITEM 21	3.686	1.157	3.558	1.144	3.779	1.099	ITEM 52	4.321	0.670	4.310	0.616	4.404	0.592
ITEM 22	4.135	0.926	3.953	1.057	4.221	0.747	ITEM 53	3.828	0.928	3.920	0.824	3.936	0.890
ITEM 23	3.804	1.136	3.500	1.331	3.695	1.161	ITEM 54	3.942	0.899	4.096	0.790	4.141	0.806
ITEM 24	4.080	0.768	4.000	0.822	4.180	[illegible]	ITEM 55	2.898	1.380	2.795	1.288	2.699	1.325
ITEM 25	3.477	1.245	3.294	1.183	3.653	1.224	ITEM 56	4.127	0.827	4.091	0.753	4.097	0.723
ITEM 26	3.727	0.659	3.619	0.710	3.622	0.773	ITEM 57	3.886	0.890	3.977	0.816	3.884	0.797
ITEM 27	2.665	1.367	2.163	1.187	2.663	1.419	ITEM 58	4.178	0.772	4.125	0.724	4.063	0.823
ITEM 28	2.677	1.346	2.244	1.255	[illegible]	1.329	ITEM 59	3.532	1.037	3.591	0.990	3.489	1.075
ITEM 29	4.278	0.859	4.302	0.670	4.326	0.642	ITEM 60	3.477	0.794	3.541	0.839	3.596	0.766
ITEM 30	4.278	0.836	4.326	0.622	4.274	[illegible]	ITEM 61	3.394	1.035	3.442	1.036	3.415	0.968
ITEM 31	4.449	0.682	4.547	0.524	4.442	0.631	ITEM 62	4.070	0.802	4.080	0.820	4.126	0.789
ITEM 32	4.057	0.898	3.929	0.818	4.000	0.843	ITEM 63	3.835	0.868	3.830	0.913	3.832	0.964
ITEM 33	2.297	1.181	2.464	1.080	2.263	1.044	ITEM 64	4.184	0.703	4.184	0.740	4.211	0.770
ITEM 34	3.816	0.930	3.824	0.941	4.032	0.786	ITEM 65	3.814	0.900	3.818	0.891	3.789	0.849
ITEM 35	1.822	1.071	1.835	1.067	1.653	0.726	ITEM 66	3.949	0.880	4.045	0.801	3.904	0.962
ITEM 36	3.987	0.934	3.953	0.962	4.277	0.660	ITEM 67	3.522	1.141	3.575	1.019	3.617	1.089
ITEM 37	4.000	1.019	4.071	0.884	4.284	0.739	ITEM 68	3.949	0.883	3.847	0.880	4.021	0.892

Table B-36

OPINION SURVEY MEANS AND STANDARD DEVIATIONS FOR CENTRAL OFFICE/SPECIAL POPULATIONS BY GRADE LEVEL SERVED AND ITEM

	K-5 (N=184)		6-8 (N=117)		9-12 (N=125)		CENTRAL (N=189)	
ITEM	MEAN	SD	MEAN	SD	MEAN	SD	MEAN	SD
ITEM 6	3.727	0.967	3.783	1.024	3.508	1.145	3.918	0.977
ITEM 7	3.648	0.939	3.696	0.929	[illegible]	0.950	3.897	1.016
ITEM 8	3.675	0.923	3.755	0.950	[illegible]	0.979	3.977	0.970
ITEM 9	3.519	1.035	3.545	0.995	3.345	1.067	3.905	1.022
ITEM 10	3.899	0.919	3.982	0.954	3.943	0.875	4.301	0.827
ITEM 11	3.571	1.015	3.605	1.027	3.397	1.144	3.912	1.037
ITEM 12	3.490	0.859	3.440	0.925	3.226	1.018	3.940	0.995
ITEM 13	3.403	0.875	3.378	0.914	3.209	1.004	3.627	1.178
ITEM 14	3.874	0.884	3.879	0.982	3.699	0.972	4.133	0.908
ITEM 15	4.049	0.851	4.044	0.780	3.983	0.922	4.426	0.766
ITEM 16	4.235	0.688	4.157	0.756	4.205	0.727	4.514	0.678
ITEM 17	3.967	1.030	3.835	1.059	3.858	0.990	4.181	0.949
ITEM 18	3.808	0.861	3.818	0.940	3.593	1.085	4.288	0.816
ITEM 19	4.230	0.820	4.183	0.884	4.203	0.941	4.594	0.668
ITEM 20	3.578	0.921	3.522	1.036	3.587	1.030	3.881	1.015
ITEM 21	3.128	1.212	3.209	1.158	3.348	1.147	2.331	1.234
ITEM 22	3.376	1.061	3.257	1.092	3.090	1.226	3.785	0.974
ITEM 23	3.337	1.061	3.321	1.067	3.279	1.173	3.814	0.994
ITEM 24	2.333	1.168	2.333	1.193	2.413	1.282	1.783	1.044
ITEM 25	3.729	1.064	3.788	1.022	3.595	1.166	4.076	0.906
ITEM 26	3.602	1.104	3.532	1.182	3.442	1.275	4.038	0.983
ITEM 27	4.000	0.798	3.888	0.911	3.779	0.949	4.348	0.727
ITEM 28	3.758	0.958	3.591	1.034	3.550	1.157	4.085	0.967
ITEM 29	3.497	1.037	3.414	0.979	3.355	1.091	3.665	1.079
ITEM 30	3.203	1.065	3.196	1.047	3.017	1.137	3.739	1.139
ITEM 31	3.584	0.973	3.561	0.992	3.398	0.987	4.114	0.747
ITEM 32	3.533	1.016	3.527	1.039	3.142	1.132	4.016	0.992
ITEM 33	3.217	1.213	3.263	1.241	3.131	1.226	3.828	1.051
ITEM 34	3.125	0.760	3.019	0.945	2.933	0.880	3.549	0.882
ITEM 35	2.956	1.159	2.965	1.101	2.909	1.204	3.552	1.067
ITEM 36	3.407	1.056	3.483	1.034	3.230	1.163	4.021	0.984
ITEM 37	3.124	1.053	3.132	1.069	2.983	1.108	3.793	1.061
ITEM 38	3.775	0.928	3.678	0.923	3.446	1.103	4.102	0.858
ITEM 39	3.162	1.029	3.043	0.995	2.867	1.045	3.689	1.036
ITEM 40	3.271	1.130	3.330	1.094	3.058	1.225	3.783	1.038
ITEM 41	2.983	1.263	3.078	1.210	2.902	1.345	3.587	1.225

Appendix C - Personnel Evaluation Records

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Table C-1

COMPOSITION OF THE SAMPLE OF 260 TEACHERS AND 40 PRINCIPALS RANDOMLY SELECTED FROM 63 SCHOOLS IN THE 15 PILOT SITES

Pilot Site	School	Grades	Principal (P) & Teachers (#)	Sequence Number*
Perquimans	Perquimans Central	K-4	P + 3	3,5,15
	Perquimans High	9-12	P + 4	4,15,24,30
	Perquimans Union	5-8	3	3,23,25
			2 + 10	
Edenton-Chowan	Chowan	6-8	P + 2	14,21
	D.F. Walker	K-6	P + 4	18,35,43,50
	John A. Holmes	9-12	4	12,16,23,48
			2 + 10	
Salisbury	Salisbury High	9-12	P + 3	9,16,31
	Henderson Gram	4-5	P + 2	7,14
	Knox Middle	6-8	3	10,28,46
	C.T. Overton Primary	K-3	2	2,12
			2 + 10	
Greene	Greene Central Jr. High	7-8	P + 2	21,33
	Snow Hill Primary	K-3	P + 3	4,16,38
	Green Central Sr. High	9-12	3	5,24,48
	West Greene	4-5	2	8,20
			2 + 10	
Roanoke Rapids	Chaloner Middle	6-8	P + 3	19,27,38
	W.L. Manning	K-5	P + 4	3,12,24,27
	Roanoke Rapids High	9-12	3	10,23,32
			2 + 10	
Tarboro	Pattillo	4-5	P + 2	19,25
	Martin Middle	6-8	P + 3	5,24,32
	Stocks Primary	K-2	2	10,13
	Tarboro High	9-12	3	1,26,57
			2 + 10	
Orange	Cameron Park	K-5	P + 5	8,10,24,25,27
	Orange Sr. High	9-12	P + 4	19,27,49,47
	C.W. Stanford Jr. High	7-8	2	13,34
			2 + 11	
Montgomery	Star-Biscoe Elem.	K-5	P + 4	2,6,11,24
	West Montgomery	9-12	P + 4	1,19,25,39
	Troy Middle	6-8	2	6,11
			2 + 10	

(continued on next page)

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*Number assigned to teachers on the school's faculty roster prior to drawing sample by random numbers.

Table C-1 (continued)

Pilot Site	School	Grades	Principal (P) & Teachers (#)	Sequence Number*
Alexander	Alexander Central	10-12	P + 3	15,26,40
	Taylorsville	K-6	P + 5	2,7,18,19,20
	East Jr. High	7-9	2	12,23
			2 + 10	
Burlington	Marvin B. Smith	K-5	P + 3	3,5,18
	Walter Williams High	9-12	P + 6	6,16,27,53,74,76
	Eastlawn	K-5	3	5,12,21
	Turrentine Middle	6-7	3	4,36,39
			2 + 15	
Haywood	Hazelwood	K-6	P + 5	4,11,19,24,26
	Tuscola Sr. High	10-12	P + 5	3,18,27,52,58
	Waynesville	7-9	4	23,30,56,65
	Clyde	K-6	4	5,10,16,25
			2 + 18	
Harnett	Harnett Central High	9-12	P + 8	9,11,25,33,37,43,44,50
	Johnsonville	K-3	P + 4	7,8,10,14
	Lillington	4-8	4	10,18,29,30
	Dunn Middle	5-8	4	2,18,24,35
	Lafayette	K-8	4	2,3,13,17
			2 + 24	
Burke	Oak Hill Jr. High	7-9	P + 4	2,6,14,20
	Rutherford College Elem.	K-6	P + 4	1,3,10,12
	Chesterfield	K-6	4	2,6,8,14
	Oak Hill Elem.	K-6	5	1,10,12,23,27
	East Jr. High	7-9	4	6,22,33,45
	East Burke Sr. High	10-12	5	8,16,22,50,67
			2 + 26	
New Hanover	Annie H. Snipes	K-6	P + 6	1,4,11,25,29,39
	Forest Hills	K-6	P + 3	3,9,22
	Heyward C. Bellamy Elem.	K-6	P + 4	6,10,15,17
	J.C. Roe	K-6	P + 2	1,15
	Winter Park	K-6	P + 3	7,10,18
	Lake Forest Jr. High	7-9	P + 10	5,21,24,31,32,35,36 38,45,48
	Emsley A. Laney Sr. High	10-12	P + 11	2,9,11,16,23,25,26,34, 38,41,50
			7 + 39	
Buncombe				
	Barnardsville	K-5	P + 3	1,5,16
	William H. Estes	K-5	P + 8	3,14,20,24,27,31,38,50
	C.C. Bell	K-6	P + 3	8,10,21
	Oakley	K-6	P + 4	2,5,16,29
	Weaverville Elementary	3-5	P + 4	3,11,18,24
	Clyde A. Erwin Middle	6-8	P + 9	2,6,17,20,24,25,38,43,45
	Enka Sr. High	9-12	P + 16	2,7,14,15,21,26,30,34 37,44,54,55,60,64,68,76
			7 + 47	

*Number assigned to teachers on the school's faculty roster prior to drawing sample by random numbers.

Directions for Selecting Personnel Record Outside Evaluation of Career Development Program

Research and Service Institute
April, 1988

Contents of the Record

Each evaluation record must contain the Formative Observation Data Instrument and Formative Observation Data Analysis or principal/assistant principal **cover sheet** with all information completed. Sample cover sheets are included with this information. The cover sheet does not have to be in the format shown, but the information needs to be included for each record. In the top left hand corner of the cover sheet, include the evaluatee's (teacher's, assistant principal's, or principal's) **years of experience** in their position. Each evaluation record must include the following information for the years **1985-86; 1986-87; 1987-88:**

1. Cover sheet.
2. FODI, FODA (or administrator instrumentation).
3. Summative evaluation ratings.
4. Professional development plans.
5. Records of monitoring and follow-up of performance, if available.
6. Other information pertinent to the record.

The teacher's or principal's name should be on the record. All records will remain confidential, with no information being released by teacher name/evaluator name/principal name. Results will be reported anonymously.

Selecting Principal and Assistant Principal Records:

First, select the principal from the school(s) listed on your information sheet. If the principal does not have 3 years of evaluation records or had different positions in different schools, send the information anyway. Next, select the assistant principal from the school(s) listed on your information sheet. If there is more than one assistant principal with 3 years of experience in the school, put the names on a slip of paper and randomly draw one from a hat. If none of the assistant principals have 3 years of evaluation records, randomly select one and send the information anyway. Also, send the information if the evaluation records have been obtained from assistant principals' positions in different schools.

Selecting Teacher Records:

1. Obtain a list of teachers in each selected school. Remove the names of any special educators such as librarians, guidance counselors, psychologists and any positions not included in the Career Development Program. Include vocational education, special education, and resource teachers.
2. Number each teacher in the order they appear on the list.

3. Select the numbers for each school as shown on your system's information sheet.

4. For each selected school in your system, write down the names of the teachers that match the numbers on the teacher list from item 1. For example, if "5" appears on your information sheet under teachers' records for a school, go to your list and select the teacher who is "5."

5. If any of the teachers appearing by a number on the information sheet do not have 3 complete years of evaluation records, choose the next name on the list. Continue until you reach a name that has 3 years of evaluation information.

6. After selecting the first name, be sure that the next names to be selected represent a different grade or subject level. Continue, in order, down the list until a name appears with 3 years of evaluation information and represents a different grade level/subject area.

   In large schools, particularly middle or secondary schools, there will be an overlap in grade levels and subject areas. Represent each grade level and each major subject area, where possible.

7. Repeat the process, beginning at step 3, until all evaluation records have been selected.

If you have any questions about the process of selecting evaluation records, please feel free to contact Dr. Carol Furtwengler at (615) 377-3217.

Submitting Teachers' and Principals' Records

Once the records have been selected, copy the required information. Secure each three-year evaluation record with a rubber band, or place in a separate file folder. Forward all the records for your system by **May 25** to Research and Service Institute, Inc., 2 Maryland Farms, Suite 233, Brentwood, Tennessee 37027.

Yrs.
Exp. ______

Principals' Performance Appraisal Instrument
Cover Sheet

Principal's Name: ______________________________

School: ______________ School System: ______________

Observation Date: ______________ Day of Week: ______________

Beginning Time of Observation: ________ Ending Time: ______________

Observation Number: ______________ ____Unannounced or ____Announced

Pre-Observation Conference Date: ________ Post-Conference Date: ______________

Topic and/or Activity: ______________________________

Grade Span of School: ______________

Observer: ______________ Title: ______________

Signature of Observer: ______________________________

Yrs.
Exp. ______

Teachers' Formative Observation Data Instrument
Cover Sheet

Teacher's Name: ______________________________

School: ______________ School System: ______________

Observation Date: ______________ Day of Week: ______________

Beginning Time of Observation: ______________ Ending Time: ______________

Observation Number: ______________ ____Unannounced or ____Announced

Pre-Observation Conference Date: ______________ Post-Conference Date: ______________

Topic and/or Activity: ______________________________

Subject: ______________ Grade: ______ Number of Students Present: ______________

Observer: ______________ Title: ______________

Signature of Observer: ______________________________

North Carolina Career Development Program Evaluation Research and Service Institute, Inc.

Directions for Readers of Personnel Folders

1. Review Cover Sheet information and code identifying information on forms.

2. **Read FODI (1985-86)**

   - Review for inappropriate use of definitions/categories
   - Review for practices/functions

3. **Read FODA (1985-86)**

4. Complete appropriate column ratings of FODA immediately after each FODA review. (Record this information after reviewing each FODI, FODA). - (buff)

5. Complete appropriate column on TPAI Ratings form. (pink)

6. Complete information on Professional Development Form (green) for categories 1 and 2.

7. **Read FODI/FODA (1986-87)**

   Repeat steps 2 - 5 above

   Add PDP function score for 1986-87 (green)

8. **Read FODI/FODA (1987-88)**

   Repeat steps 2 - 5 but complete FODA Consistency Form (blue) after step 3.

   Record information on FODI Analysis Form (yellow)

   Add PDP function score for 1987-88. (green)

North Carolina Career Development Program
Reader Packet Summary Sheet

School District:________ ( )
School:________________ ( )

Teacher:________________ ( )   Principal:________________   Observer:________________

________________   ________________

________________   ________________

Subject:________________ ( )
Grade Range:__________ ( )
Yrs. Experience:_________ ( )

Years	FODI		FODA		TPAI	PDP	OTHER	COMMENTS
	Date	Evaluator	Date	Evaluator				
1985-1986	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____				
1986-1987	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____				
1987-1988	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____				

TPAI RATINGS FORM

Teacher: ______________ Years Experience: _____ Subject: ________________

District: ________________ School: ______________ Reader: ______________

*Instructions: For each function, the three columns with the "R" prefix in front of the school year should be completed according to the instructions on the Reader Rating of FODA Form **before** completing the last three columns. After all of your ratings of the FODAs have been recorded, record in each of the last three columns the TPAI rating given by the principal for the function and corresponding school year.*

Function	Year R85-86	Year R86-87	Year R87-88	Year 85-86	Year 86-87	Year 87-88
1						
2						
3						
4						
5						
6						
7						
8						

NOTES:

READER RATINGS OF FODA

Teacher: ______________ Years Experience: _____ Subject: __________________

District: ______________ School: ______________ Reader: __________________

Instructions: Sequentially arrange FODAs within the 1985-86 school year. For Function 1 using the 1-6 scale, rate each FODA in order for this school year and record in the 1985-86 column. Next, holistically rate all FODAs for Function 1 for the 1985-86 school year and place this rating on the TPAI Rating Form under the R85-86 column for Function 1. Repeat this process for functions 2 through 8. Sequentially moving to the remaining school years, repeat the entire rating process.

	1985-86				1986-87				1987-88			
Function	1	2	3	4	1	2	3	4	1	2	3	4
1												
2												
3												
4												
5												
6												
7												
8												

Notes:

CONSISTENCY FORM
1987-88

I.D. #:____________________

Reader: ____________________

Instructions: Consistency between FODI and FODA will be checked for the 1987-88 year only. For each function and observation, indicate the observer type (1 = observer evaluator, 2 = Principal, 3 = Assistant Principal, and 4 = other) and the consistency between the FODI and FODA using the following scale:

4 = very great consistency,
3 = much consistency,
2 = some consistency,
1 = very little consistency.

	Observation 1		Observation 2		Observation 3		Observation 4	
Function	Obsr	Cons	Obsr	Cons	Obsr	Cons	Obsr	Cons
1								
2								
3								
4								
5								

Notes:

Professional Development Plan Analysis

I. D. #____________ **Reader:**____________________

Year: _____**85-86**

_____**86-87**

_____**87-88**

Improvement Needed		PDP Activities Appropriate			1987	1988
Function	Score	Yes	Maybe	No	Score	Score
Comments:						

Table C-2

Statewide Comparisons of Mean Scores Derived from Teacher Performance Ratings Given by Readers on Functions 1 through 5 of the TPAI for 1986, 1987, and 1988

		Reader Ratings				COMPARISONS		
Functions		1986	1987	1988		1986-87	1987-88	1986-88
	N	243	239	240	N	234	224	227
1	Mean	3.996	4.092	4.208	Mean Diff	-0.107	-0.125	-0.225
	SD	0.736	0.778	0.742	SD Diff	0.682	0.685	0.727
					Prob	0.017	0.007	0.000
	N	243	238	240	N	233	223	227
2	Mean	3.893	3.996	4.183	Mean Diff	-0.116	-0.193	-0.308
	SD	0.775	0.771	0.714	SD Diff	0.601	0.660	0.693
					Prob	0.004	0.000	0.000
	N	243	239	240	N	234	224	227
3	Mean	3.909	4.029	4.192	Mean Diff	-0.111	-0.179	-0.286
	SD	0.766	0.847	0.821	SD Diff	0.604	0.631	0.705
					Prob	0.005	0.000	0.000
	N	243	237	240	N	232	222	227
4	Mean	3.942	3.975	4.108	Mean Diff	-0.034	-0.167	-0.185
	SD	0.731	0.753	0.729	SD Diff	0.630	0.612	0.679
					Prob	0.405	0.000	0.000
	N	243	237	240	N	232	222	227
5	Mean	3.885	3.958	4.133	Mean Diff	-0.078	-0.212	-0.264
	SD	0.724	0.775	0.742	SD Diff	0.626	0.656	0.704
					Prob	0.060	0.000	0.000

▨ Significant Difference at 0.05

Table C-3

Statewide Comparisons of Mean Scores Derived from Teacher Performance Ratings Given by Principals on Functions 1 through 8 of the TPAI for 1986, 1987, and 1988

		Principal Rating				Comparisons		
Functions		1986	1987	1988		1986-87	1987-88	1986-88
	N	244	253	246	N	243	245	236
1	Mean	4.520	4.478	4.646	Mean Diff	0.004	-0.163	-0.144
	SD	1.028	1.014	0.917	SD Diff	0.880	0.783	0.916
					Prob	0.942	▨ 0.001	▨ 0.016
	N	244	253	246	N	243	245	236
2	Mean	4.361	4.482	4.748	Mean Diff	-0.140	-0.257	-0.390
	SD	0.986	0.933	0.895	SD Diff	0.846	0.727	0.861
					Prob	▨ 0.011	▨ 0.000	▨ 0.000
	N	244	253	246	N	243	245	236
3	Mean	4.475	4.443	4.618	Mean Diff	0.012	-0.163	-0.131
	SD	1.032	1.001	0.926	SD Diff	0.816	0.740	0.911
					Prob	0.814	▨ 0.001	▨ 0.028
	N	244	253	246	N	243	245	236
4	Mean	4.443	4.404	4.614	Mean Diff	-0.045	-0.122	-0.174
	SD	0.921	0.884	0.843	SD Diff	0.887	0.660	0.889
					Prob	0.427	▨ 0.004	▨ 0.003
	N	244	253	246	N	243	245	236
5	Mean	4.422	4.419	4.581	Mean Diff	-0.016	-0.151	-0.161
	SD	0.963	0.849	0.847	SD Diff	0.792	0.705	0.899
					Prob	0.746	▨ 0.001	▨ 0.006
	N	244	253	246	N	243	245	236
6	Mean	4.406	4.640	4.780	Mean Diff	-0.239	-0.122	-0.356
	SD	1.004	0.909	0.908	SD Diff	0.896	0.690	0.918
					Prob	0.000	0.006	0.000
	N	244	253	246	N	243	245	236
7	Mean	4.504	4.708	4.858	Mean Diff	-0.210	-0.151	-0.347
	SD	0.988	0.939	0.833	SD Diff	0.910	0.728	0.921
					Prob	▨ 0.000	▨ 0.001	▨ 0.000
	N	244	253	246	N	243	245	236
8	Mean	4.463	4.783	4.866	Mean Diff	-0.325	-0.078	-0.398
	SD	1.024	0.919	0.891	SD Diff	0.952	0.830	1.033
					Prob	▨ 0.000	0.132	▨ 0.000

▨ Significant Difference at 0.05

Table C-4

Comparison of TPAI Ratings Assigned by Readers and Principals for Functions 1 through 5 by Pilot Site, 1986, 1987, and 1988

PILOT SITE FUNCTION YEARS	Rating Means			SIG LEVEL	Standard Deviation			
	RDR	PRIN	DIFF[a]		RDR	PRIN	DIFF	*N*
Alexander								
Function 1								
1986	4.200	4.400	-0.200	0.443	0.422	0.966	0.789	10
1987	4.200	4.400	-0.200	0.168	0.422	0.516	0.422	10
1988	4.300	4.800	-0.500	0.052	0.483	0.632	0.707	10
Function 2								
1986	3.900	3.500	0.400	0.104	0.316	0.707	0.699	10
1987	4.100	4.500	-0.400	0.037	0.316	0.527	0.516	10
1988	4.200	4.400	-0.200	0.443	0.422	0.699	0.789	10
Function 3								
1986	4.200	4.500	-0.300	0.468	0.422	1.179	1.252	10
1987	4.200	4.300	-0.100	0.678	0.632	0.675	0.738	10
1988	4.100	4.500	-0.400	0.104	0.568	0.707	0.699	10
Function 4								
1986	4.000	3.800	0.200	0.343	0.471	0.919	0.632	10
1987	4.100	4.300	-0.200	0.168	0.316	0.483	0.422	10
1988	4.400	4.500	-0.100	0.343	0.516	0.527	0.316	10
Function 5								
1986	4.100	3.600	0.500	0.015[b]	0.316	0.516	0.527	10
1987	3.900	3.800	0.100	0.591	0.876	0.632	0.568	10
1988	4.400	4.400	0.000	1.000	0.516	0.699	0.667	10
Buncombe								
Function 1								
1986	3.932	4.767	-0.860	0.000	0.846	1.130	1.037	43
1987	4.140	4.705	-0.605	0.000	0.774	1.112	0.728	43
1988	4.417	4.977	-0.472	0.001	0.806	0.963	0.774	36

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[a] A negative mean difference indicates the principal rated the teacher higher than the rating provided by the reader.

[b] This difference is significant with principals rating lower than readers.

▨ Significant Difference at 0.05

Table C-4 (Continued)

PILOT SITE FUNCTION YEAR	Rating Means			SIG LEVEL	Standard Deviation			
	RDR	PRIN	DIFF[a]		RDR	PRIN	DIFF	N
Function 2								
1986	3.886	4.465	-0.605	0.000	0.813	0.960	0.791	43
1987	4.140	4.705	-0.558	0.000	0.833	1.002	0.700	43
1988	4.389	5.116	-0.556	0.000	0.803	1.051	0.773	36
Function 3								
1986	3.955	4.744	-0.814	0.000	0.834	1.071	0.852	43
1987	4.256	4.886	-0.651	0.000	0.848	1.039	0.720	43
1988	4.389	5.093	-0.611	0.000	0.903	0.947	0.688	36
Function 4								
1986	3.977	4.744	-0.791	0.000	0.792	0.875	0.804	43
1987	4.286	4.841	-0.548	0.000	0.891	0.914	0.705	42
1988	4.417	5.047	-0.528	0.000	0.732	0.899	0.736	36
Function 5								
1986	3.932	4.860	-0.953	0.000	0.759	0.941	0.872	43
1987	4.119	4.659	-0.548	0.000	0.832	0.861	0.772	42
1988	4.472	4.953	-0.361	0.005	0.774	0.785	0.723	36
Burke								
Function 1								
1986	3.846	4.269	-0.423	0.009	0.613	1.002	0.758	25
1987	3.960	4.346	-0.400	0.005	0.735	1.018	0.645	25
1988	4.115	4.435	-0.348	0.008	0.653	0.896	0.573	23
Function 2								
1986	3.769	4.346	-0.577	0.001	0.587	0.936	0.809	26
1987	3.920	4.269	-0.360	0.009	0.064	0.874	0.638	25
1988	4.077	4.435	-0.304	0.031	0.744	0.728	0.635	23
Function 3								
1986	3.808	4.269	-0.462	0.015	0.491	1.041	0.905	26
1987	3.960	4.154	-0.200	0.096	0.735	0.834	0.507	25
1988	4.115	4.304	-0.174	0.213	0.766	0.904	0.650	23
Function 4								
1986	3.731	4.346	-0.615	0.000	0.533	0.797	0.697	26
1987	3.880	4.192	-0.400	0.009	0.500	0.749	0.707	25
1988	3.962	4.435	-0.435	0.005	0.599	0.843	0.662	23

[a] A negative mean difference indicates the principal rated the teacher higher than the rating provided by the reader.

▨ Significant Difference at 0.05

Table C-4 (Continued)

PILOT SITE FUNCTION YEAR	Rating Means			SIG LEVEL	Standard Deviation			
	RDR	PRIN	DIFF*		RDR	PRIN	DIFF	N
Function 5								
1986	3.577	4.038	-0.462	0.011	0.578	0.824	0.859	26
1987	3.760	4.077	-0.320	0.029	0.597	0.688	0.690	25
1988	3.962	4.522	-0.522	0.000	0.662	0.730	0.511	23
Burlington								
Function 1								
1986	4.385	4.538	-0.154	0.436	0.650	0.725	0.689	13
1987	4.538	4.615	-0.077	0.721	0.877	0.768	0.760	13
1988	4.385	4.615	-0.231	0.273	0.650	0.768	0.725	13
Function 2								
1986	4.462	4.769	-0.308	0.104	0.877	0.725	0.630	13
1987	4.154	4.769	-0.615	0.025	0.899	0.832	0.870	13
1988	4.154	4.923	-0.769	0.000	0.801	0.862	0.439	13
Function 3								
1986	4.154	4.846	-0.692	0.006	0.899	0.801	0.751	13
1987	4.308	4.846	-0.538	0.003	1.032	0.801	0.519	13
1988	4.231	4.769	-0.538	0.012	1.092	0.725	0.660	13
Function 4								
1986	4.308	4.538	-0.231	0.273	0.630	0.877	0.725	13
1987	4.154	4.692	-0.538	0.003	0.555	0.751	0.519	13
1988	4.154	4.615	-0.462	0.027	0.689	0.768	0.660	13
Function 5								
1986	4.154	4.615	-0.462	0.053	0.555	0.870	0.776	13
1987	4.077	4.615	-0.538	0.028	0.760	0.650	0.776	13
1988	4.154	4.692	-0.538	0.003	0.689	0.630	0.519	13
Edenton-Chowan								
Function 1								
1986	3.600	4.600	-1.000	0.015	0.699	1.174	1.054	10
1987	4.000	4.400	-0.400	0.037	0.816	1.174	0.516	10
1988	3.900	4.300	-0.400	0.037	0.873	0.949	0.516	10

*A negative mean difference indicates the principal rated the teacher higher than the rating provided by the reader.

▨ Significant Difference at 0.05

Table C-4 (Continued)

PILOT SITE FUNCTION YEAR	Rating Means			SIG LEVEL	Standard Deviation			
	RDR	PRIN	DIFF*		RDR	PRIN	DIFF	N
Function 2								
1986	3.600	4.500	-0.900	0.004	0.516	0.850	0.738	10
1987	3.900	4.800	-0.900	0.010	0.568	0.632	0.876	10
1988	3.900	4.800	-0.900	0.019	0.738	0.632	0.994	10
Function 3								
1986	3.600	4.100	-0.500	0.138	0.699	0.994	0.972	10
1987	3.800	4.300	-0.500	0.052	0.919	1.059	0.707	10
1988	3.800	4.400	-0.600	0.051	1.033	0.843	0.843	10
Function 4								
1986	3.500	4.100	-0.600	0.051	0.707	0.994	0.843	10
1987	3.900	4.500	-0.600	0.051	0.994	1.269	0.843	10
1988	3.600	4.300	-0.700	0.001	0.966	1.059	0.483	10
Function 5								
1986	3.600	4.400	-0.800	0.003	0.699	0.843	0.632	10
1987	4.000	4.800	-0.800	0.003	0.816	1.135	0.632	10
1988	4.100	4.700	-0.600	0.051	0.738	0.949	0.843	10
Greene								
Function 1								
1986	4.400	5.200	-0.800	0.003	0.516	0.789	0.632	10
1987	4.600	4.900	-0.300	0.193	0.699	0.876	0.675	10
1988	4.200	4.500	-0.300	0.343	0.789	1.179	0.949	10
Function 2								
1986	4.300	4.900	-0.600	0.051	0.675	1.101	0.843	10
1987	4.500	4.800	-0.300	0.081	0.972	0.919	0.483	10
1988	4.200	4.700	-0.500	0.096	0.632	1.059	0.850	10
Function 3								
1986	4.200	5.000	-0.800	0.037	0.789	0.943	1.033	10
1987	4.200	4.600	-0.400	0.223	1.033	1.075	0.966	10
1988	4.100	4.200	-0.100	0.726	0.876	1.033	0.876	10
Function 4								
1986	4.100	5.000	-0.900	0.004	0.738	0.667	0.738	10
1987	4.000	4.800	-0.800	0.022	0.943	0.789	0.919	10
1988	4.200	4.600	-0.400	0.223	0.632	1.075	0.966	10

*A negative mean difference indicates the principal rated the teacher higher than the rating provided by the reader.

▨ Significant Difference at 0.05

Table C-4 (Continued)

PILOT SITE FUNCTION YEAR	Rating Means			SIG LEVEL	Standard Deviation			
	RDR	PRIN	DIFF[a]		RDR	PRIN	DIFF	N
Function 5								
1986	4.200	5.000	-0.800	0.011	0.632	0.667	0.789	10
1987	4.100	4.600	-0.500	0.096	0.876	1.075	0.850	10
1988	4.200	4.400	-0.200	0.509	0.632	1.174	0.919	10
Harnett								
Function 1								
1986	4.208	4.304	-0.087	0.704	0.509	1.020	1.083	23
1987	4.444	4.250	0.000	1.000	0.705	0.944	0.840	18
1988	4.500	4.609	0.053	0.772	0.513	0.839	0.780	19
Function 2								
1986	4.042	4.391	-0.348	0.201	0.690	0.941	1.265	23
1987	4.294	4.417	-0.294	0.172	0.772	0.974	0.849	17
1988	4.200	4.783	-0.421	0.042	0.523	0.795	0.838	19
Function 3								
1986	3.958	4.130	-0.130	0.503	0.550	0.920	0.920	23
1987	4.222	4.083	0.000	1.000	0.647	0.929	0.840	18
1988	4.250	4.304	0.105	0.542	0.550	0.822	0.737	19
Function 4								
1986	3.958	3.913	0.087	0.648	0.550	0.793	0.900	23
1987	4.176	4.167	0.059	0.750	0.636	0.637	0.748	17
1988	4.150	4.261	0.053	0.716	0.587	0.619	0.621	19
Function 5								
1986	3.917	4.000	-0.043	0.814	0.584	0.798	0.878	23
1987	4.000	4.208	-0.176	0.332	0.612	0.721	0.728	17
1988	3.950	4.174	0.000	insufficient	0.605	0.650	0.745	19
Haywood								
Function 1								
1986	4.250	4.588	-0.857	0.017	0.463	0.795	0.690	7
1987	4.400	4.333	-0.300	0.193	0.699	0.840	0.675	10
1988	4.222	4.444	-0.222	0.163	0.647	0.984	0.647	18

[a] A negative mean difference indicates the principal rated the teacher higher than the rating provided by the reader.

▨ Significant Difference at 0.05

Table C-4 (Continued)

PILOT SITE FUNCTION YEAR	Rating Means			SIG LEVEL	Standard Deviation			
	RDR	PRIN	DIFF*		RDR	PRIN	DIFF	N
Function 2								
1986	4.250	4.294	-0.571	0.030	0.463	0.686	0.535	7
1987	4.000	4.389	-0.800	0.003	0.667	0.850	0.632	10
1988	4.222	4.556	-0.333	0.029	0.548	0.705	0.594	18
Function 3								
1986	4.500	4.588	-0.429	0.078	0.535	0.795	0.535	7
1987	4.400	4.500	-0.200	0.443	0.516	0.707	0.789	10
1988	4.500	4.500	0.000	1.000	0.618	0.786	0.594	18
Function 4								
1986	4.250	4.647	-0.857	0.017	0.463	0.786	0.690	7
1987	4.200	4.556	-0.500	0.015	0.422	0.616	0.527	10
1988	4.056	4.333	-0.278	0.096	0.539	0.767	0.669	18
Function 5								
1986	4.375	4.471	-0.571	0.103	0.518	0.874	0.787	7
1987	4.200	4.333	-0.400	0.104	0.789	0.686	0.699	10
1988	4.222	4.444	-0.222	0.260	0.732	0.784	0.808	18
Montgomery								
Function 1								
1986	4.222	5.333	-1.111	0.000	0.972	0.866	0.333	9
1987	3.444	4.400	-0.889	0.002	0.527	0.843	0.601	9
1988	4.125	4.500	-0.250	0.170	0.641	0.972	0.463	8
Function 2								
1986	4.222	5.000	-0.778	0.001	0.972	1.118	0.441	9
1987	3.667	4.500	-0.667	0.050	0.707	1.269	0.866	9
1988	4.125	4.400	-0.125	0.598	0.641	1.075	0.641	8
Function 3								
1986	4.333	5.333	-1.000	0.000	0.500	0.500	0.500	9
1987	4.000	4.800	-0.667	0.004	0.707	1.033	0.500	9
1988	4.000	4.100	0.000	insufficient	0.535	0.876	0.535	8
Function 4								
1986	4.333	5.444	-1.111	0.000	0.707	0.527	0.333	9
1987	3.556	4.600	-0.889	0.009	0.527	0.966	0.782	9
1988	4.000	4.400	-0.250	0.170	0.535	0.843	0.463	8

*A negative mean difference indicates the principal rated the teacher higher than the rating provided by the reader.

▨ Significant Difference at 0.05

Table C-4 (Continued)

PILOT SITE FUNCTION YEAR	Rating Means			SIG LEVEL	Standard Deviation			
	RDR	PRIN	DIFF[a]		RDR	PRIN	DIFF	N
Function 5								
1986	4.444	5.778	-1.333	0.000	0.527	0.441	0.500	9
1987	3.778	4.800	-1.000	0.000	0.833	0.632	0.500	9
1988	4.125	4.500	-0.250	0.170	0.354	0.850	0.463	8
New Hanover								
Function 1								
1986	3.816	4.222	-0.389	0.017	0.730	1.045	0.934	36
1987	3.821	4.105	-0.289	0.006	0.790	1.034	0.611	38
1988	4.079	4.543	-0.457	0.000	0.912	1.039	0.701	35
Function 2								
1986	3.658	4.111	-0.410	0.009	0.781	1.063	0.906	36
1987	3.044	4.105	-0.342	0.014	0.818	0.981	0.815	38
1988	4.132	4.771	-0.629	0.000	0.844	1.060	0.808	35
Function 3								
1986	3.711	4.250	-0.500	0.006	0.867	1.131	1.028	36
1987	3.744	4.053	-0.289	0.039	0.938	1.161	0.835	38
1988	4.053	4.657	-0.514	0.001	0.985	1.056	0.818	35
Function 4								
1986	3.868	4.194	-0.306	0.102	0.811	1.037	1.091	36
1987	3.692	4.105	-0.395	0.001	0.766	1.034	0.638	38
1988	3.974	4.486	-0.429	0.001	0.885	0.818	0.698	35
Function 5								
1986	3.553	4.083	-0.500	0.002	0.645	1.052	0.878	36
1987	3.769	4.105	-0.316	0.012	0.902	0.953	0.739	38
1988	3.789	4.286	-0.429	0.001	0.843	1.017	0.698	35
Orange								
Function 1								
1986	3.600	4.200	-0.600	0.051	0.699	0.919	0.843	10
1987	3.818	4.400	-0.600	0.111	0.751	1.174	1.075	10
1988	4.182	4.800	-0.600	0.005	0.603	0.632	0.516	10

[a] A negative mean difference indicates the principal rated the teacher higher than the rating provided by the reader.

▨ Significant Difference at 0.05

Table C-4 (Continued)

PILOT SITE FUNCTION YEAR	Rating Means			SIG LEVEL	Standard Deviation			
	RDR	PRIN	DIFF*		RDR	PRIN	DIFF	N
Function 2								
1986	3.500	3.800	-0.300	0.343	0.850	1.229	0.949	10
1987	3.636	4.200	-0.500	0.052	0.674	0.919	0.707	10
1988	4.091	4.700	-0.600	0.005	0.831	0.823	0.516	10
Function 3								
1986	3.600	4.200	-0.600	0.081	0.699	1.033	0.966	10
1987	3.909	4.500	-0.600	0.051	0.831	0.972	0.843	10
1988	4.273	4.900	-0.600	0.024	0.786	0.876	0.699	10
Function 4								
1986	3.600	4.100	-0.500	0.138	0.843	0.994	0.972	10
1987	3.636	4.300	-0.700	0.001	0.505	0.675	0.483	10
1988	3.818	4.800	-0.900	0.001	0.874	0.789	0.568	10
Function 5								
1986	3.600	4.300	-0.700	0.111	0.699	1.059	1.252	10
1987	3.545	4.200	-0.700	0.010	0.522	0.789	0.675	10
1988	4.000	5.000	-1.000	0.000	0.775	0.816	0.471	10
Perquimans								
Function 1								
1986	3.300	4.500	-1.167	0.058	0.483	0.837	1.196	6
1987	3.500	3.889	-0.333	0.282	0.850	1.167	0.866	9
1988	3.778	4.400	-0.444	0.104	0.667	0.843	0.726	9
Function 2								
1986	3.200	4.500	-1.167	0.013	0.422	0.837	0.753	6
1987	3.300	4.000	-0.667	0.111	0.483	1.118	1.118	9
1988	3.889	4.500	-0.444	0.035	0.601	0.850	0.527	9
Function 3								
1986	3.400	4.333	-0.833	0.185	0.516	0.816	1.329	6
1987	3.300	3.889	-0.556	0.095	0.483	1.167	0.882	9
1988	3.667	4.600	-0.778	0.043	0.500	0.966	0.972	9
Function 4								
1986	3.300	4.667	-1.333	0.010	0.483	0.816	0.816	6
1987	3.500	4.111	-0.556	0.139	0.707	1.054	1.014	9
1988	3.556	4.400	-0.667	0.022	0.726	0.843	0.707	9

*A negative mean difference indicates the principal rated the teacher higher than the rating provided by the reader.

▨ Significant Difference at 0.05

Table C-4 (Continued)

PILOT SITE FUNCTION YEAR	Rating Means			SIG LEVEL	Standard Deviation			
	RDR	PRIN	DIFF[a]		RDR	PRIN	DIFF	N
Function 5								
1986	3.200	4.000	-0.667	0.102	0.422	0.632	0.816	6
1987	3.500	4.222	-0.667	0.050	0.527	0.833	0.866	9
1988	3.556	4.400	-0.667	0.004	0.726	0.843	0.500	9
Roanoke Rapids								
Function 1								
1986	4.500	4.500	0.000	1.000	0.527	1.080	0.816	10
1987	4.500	5.300	-0.800	0.011	0.527	0.949	0.789	10
1988	4.100	4.800	-0.700	0.001	0.738	0.789	0.483	10
Function 2								
1986	4.200	4.400	-0.200	0.443	0.789	1.174	0.789	10
1987	4.400	5.000	-0.600	0.005	0.516	0.667	0.516	10
1988	4.300	4.500	-0.200	0.343	0.675	0.707	0.632	10
Function 3								
1986	4.000	4.500	-0.500	0.015	0.943	1.269	0.527	10
1987	4.500	5.000	-0.500	0.052	0.527	0.667	0.707	10
1988	4.300	4.500	-0.200	0.168	0.675	0.707	0.422	10
Function 4								
1986	4.500	4.700	-0.200	0.343	0.527	0.823	0.632	10
1987	4.600	5.200	-0.600	0.081	0.516	0.789	0.966	10
1988	4.500	5.200	-0.700	0.001	0.527	0.789	0.483	10
Function 5								
1986	4.400	4.400	0.000	1.000	0.699	0.966	0.816	10
1987	4.500	5.100	-0.600	0.005	0.527	0.568	0.516	10
1988	4.600	4.600	0.000	insufficient	0.516	0.843	0.471	10
Salisbury								
Function 1								
1986	4.545	4.727	-0.182	0.341	0.934	1.104	0.603	11
1987	4.364	5.000	-0.636	0.026	0.809	1.095	0.809	11
1988	4.455	4.909	-0.455	0.053	0.934	1.044	0.688	11

[a] A negative mean difference indicates the principal rated the teacher higher than the rating provided by the reader.

▨ Significant Difference at 0.05

Table C-4 (Continued)

PILOT SITE FUNCTION YEAR	Rating Means			SIG LEVEL	Standard Deviation			
	RDR	PRIN	DIFF[a]		RDR	PRIN	DIFF	N
Function 2								
1986	3.500	3.800	-0.300	0.343	0.850	1.229	0.949	10
1987	3.636	4.200	-0.500	0.052	0.674	0.919	0.707	10
1988	4.091	4.700	-0.600	0.005	0.831	0.823	0.516	10
Function 3								
1986	3.600	4.200	-0.600	0.081	0.699	1.033	0.966	10
1987	3.909	4.500	-0.600	0.051	0.831	0.972	0.843	10
1988	4.273	4.900	-0.600	0.024	0.786	0.876	0.699	10
Function 4								
1986	3.600	4.100	-0.500	0.138	0.843	0.994	0.972	10
1987	3.636	4.300	-0.700	0.001	0.505	0.675	0.483	10
1988	3.818	4.800	-0.900	0.001	0.874	0.789	0.568	10
Function 5								
1986	3.600	4.300	-0.700	0.111	0.699	1.059	1.252	10
1987	3.545	4.200	-0.700	0.010	0.522	0.789	0.675	10
1988	4.000	5.000	-1.000	0.000	0.775	0.816	0.471	10
Perquimans								
Function 1								
1986	3.300	4.500	-1.167	0.058	0.483	0.837	1.196	6
1987	3.500	3.889	-0.333	0.282	0.850	1.167	0.866	9
1988	3.778	4.400	-0.444	0.104	0.667	0.843	0.726	9
Function 2								
1986	3.200	4.500	-1.167	0.013	0.422	0.837	0.753	6
1987	3.300	4.000	-0.667	0.111	0.483	1.118	1.118	9
1988	3.889	4.500	-0.444	0.035	0.601	0.850	0.527	9
Function 3								
1986	3.400	4.333	-0.833	0.185	0.516	0.816	1.329	6
1987	3.300	3.889	-0.556	0.095	0.483	1.167	0.882	9
1988	3.667	4.600	-0.778	0.043	0.500	0.966	0.972	9
Function 4								
1986	3.300	4.667	-1.333	0.010	0.483	0.816	0.816	6
1987	3.500	4.111	-0.556	0.139	0.707	1.054	1.014	9
1988	3.556	4.400	-0.667	0.022	0.726	0.843	0.707	9

[a] A negative mean difference indicates the principal rated the teacher higher than the rating provided by the reader.

▨ Significant Difference at 0.05

Table C-4 (Continued)

PILOT SITE FUNCTION YEAR	Rating Means			SIG LEVEL	Standard Deviation			
	RDR	PRIN	DIFF*		RDR	PRIN	DIFF	N
Function 5								
1986	3.200	4.000	-0.667	0.102	0.422	0.632	0.816	6
1987	3.500	4.222	-0.667	0.050	0.527	0.833	0.866	9
1988	3.556	4.400	-0.667	0.004	0.726	0.843	0.500	9
Roanoke Rapids								
Function 1								
1986	4.500	4.500	0.000	1.000	0.527	1.080	0.816	10
1987	4.500	5.300	-0.800	0.011	0.527	0.949	0.789	10
1988	4.100	4.800	-0.700	0.001	0.738	0.789	0.483	10
Function 2								
1986	4.200	4.400	-0.200	0.443	0.789	1.174	0.789	10
1987	4.400	5.000	-0.600	0.005	0.516	0.667	0.516	10
1988	4.300	4.500	-0.200	0.343	0.675	0.707	0.632	10
Function 3								
1986	4.000	4.500	-0.500	0.015	0.943	1.269	0.527	10
1987	4.500	5.000	-0.500	0.052	0.527	0.667	0.707	10
1988	4.300	4.500	-0.200	0.168	0.675	0.707	0.422	10
Function 4								
1986	4.500	4.700	-0.200	0.343	0.527	0.823	0.632	10
1987	4.600	5.200	-0.600	0.081	0.516	0.789	0.966	10
1988	4.500	5.200	-0.700	0.001	0.527	0.789	0.483	10
Function 5								
1986	4.400	4.400	0.000	1.000	0.699	0.966	0.816	10
1987	4.500	5.100	-0.600	0.005	0.527	0.568	0.516	10
1988	4.600	4.600	0.000	insufficient	0.516	0.843	0.471	10
Salisbury								
Function 1								
1986	4.545	4.727	-0.182	0.341	0.934	1.104	0.603	11
1987	4.364	5.000	-0.636	0.026	0.809	1.095	0.809	11
1988	4.455	4.909	-0.455	0.053	0.934	1.044	0.688	11

*A negative mean difference indicates the principal rated the teacher higher than the rating provided by the reader.

▨ Significant Difference at 0.05

Table C-4 (Continued)

PILOT SITE FUNCTION YEAR	Rating Means			SIG LEVEL	Standard Deviation			
	RDR	PRIN	DIFF[a]		RDR	PRIN	DIFF	N
Function 2								
1986	4.203	4.545	-0.203	0.341	1.009	1.036	0.905	11
1987	4.203	4.636	-0.364	0.167	0.905	0.809	0.809	11
1988	4.455	4.909	-0.455	0.016	0.688	0.701	0.522	11
Function 3								
1986	4.455	4.455	0.000	1.000	0.934	1.128	0.632	11
1987	4.203	4.727	-0.455	0.096	1.009	1.104	0.820	11
1988	4.545	4.727	-0.182	0.167	0.820	0.905	0.405	11
Function 4								
1986	4.545	4.909	-0.364	0.167	0.820	0.831	0.809	11
1987	4.364	4.727	-0.364	0.167	0.809	0.905	0.809	11
1988	4.455	4.636	-0.182	0.341	0.688	0.809	0.603	11
Function 5								
1986	4.636	4.818	-0.182	0.441	1.027	0.874	0.751	11
1987	4.364	4.818	-0.455	0.053	0.674	0.751	0.688	11
1988	4.545	4.818	-0.273	0.192	0.688	0.751	0.647	11
Tarboro								
Function 1								
1986	3.700	4.300	-0.600	0.024	0.483	1.059	0.699	10
1987	4.000	4.900	-0.900	0.000	0.471	0.568	0.316	10
1988	3.900	4.700	-0.455	0.053	0.568	0.675	0.688	11
Function 2								
1986	3.700	4.200	-0.203	0.341	0.675	0.919	0.905	11
1987	4.000	4.800	-0.800	0.003	0.471	0.632	0.632	10
1988	4.100	4.900	-0.800	0.000	0.738	0.738	0.422	10
Function 3								
1986	3.300	4.200	-0.900	0.001	0.483	0.919	0.568	10
1987	3.300	4.300	-1.000	—	0.483	0.483	0.000	10
1988	4.100	4.900	-0.800	0.003	0.738	0.738	0.632	10
Function 4								
1986	3.500	4.000	-0.500	0.015	0.527	0.471	0.527	10
1987	3.500	4.500	-1.000	0.000	0.527	0.527	0.471	10
1988	4.100	5.000	-0.900	0.000	0.568	0.471	0.316	10

[a] A negative mean difference indicates the principal rated the teacher higher than the rating provided by the reader.

▨ Significant Difference at 0.05

Table C-4 (Continued)

Pilot Site Function Year	Rating Means			Sig Level	Standard Deviation			
	Rdr	Prin	Diff[a]		Rdr	Prin	Diff	N
Function 5								
1986	3.800	4.400	-0.600	0.005	0.632	0.699	0.516	10
1987	4.000	4.800	-0.800	0.000	0.667	0.632	0.422	10
1988	4.300	5.000	-0.700	0.001	0.675	0.667	0.483	10

[a] A negative mean difference indicates the principal rated the teacher higher than the rating provided by the reader.

▨ Significant Difference at 0.05

Appendix D - District Progress Assessment

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Table D-1

Values of Variables used for Selection of Local School Systems to Match the 15 Pilot Sites

Pilot Site and Match Site	Average Daily Membership	Local Per Pupil Expenditure Excluding School Food Service	Percent Intending to Attend College	Region of State
Pilot	4,768	$354	18.6	7
Match	5,020	$294	25.8	4
Pilot	21,633	$640	35.9	8
Match	23,848	$949	42.7	5
Pilot	6,548	$736	51.2	5
Match	5,418	$718	54.5	3
Pilot	12,296	$490	25.3	7
Match	12,133	$498	23.7	7
Pilot	2,475	$466	36.3	1
Match	2,211	$752	31.4	1
Pilot	2,808	$498	21.5	2
Match	2,685	$456	14.4	7
Pilot	11,654	$349	28.0	4
Match	11,980	$407	38.7	6
Pilot	7,594	$639	30.1	8
Match	7,389	$577	45.1	4
Pilot	4,280	$360	35.5	4
Match	4,196	$363	46.3	4
Pilot	19,148	$679	51.0	2
Match	16,666	$608	44.7	1
Pilot	5,061	$787	36.3	5
Match	5,426	$640	29.6	5
Pilot	1,809	$554	35.7	1
Match	1,641	$561	36.5	1
Pilot	2,691	$682	30.8	1
Match	2,730	$733	38.5	2
Pilot	2,444	$877	58.2	6
Match	2,402	$563	42.8	5
Pilot	3,109	$507	45.6	3
Match	3,002	$701	43.9	6

CAROL B. FURTWENGLER, PH. D.

• RECRUIT • RETAIN • REWARD

July 23, 1988

Dear:

This letter is to inform you that a major change has been made in the information request sent to you earlier this month concerning the outside evaluation of the Career Development Program. Research and Service Institute, Inc. was informed last Friday that a number of the information items which we requested from your school system will be provided by the Department of Public Instruction. I am sure this is good news for you! I apologize for any inconvenience this has caused for your school system.

Enclosed with this letter is a revised form that reduces the information request from fourteen items to five items. We have also extended the due date from August 15 to August 31, 1988.

We thank you for your patience and cooperation as we work through our procedures for conducting the study. We hope to present the legislature with a comprehensive review of the Career Development Program and appreciate all you and your staff are doing to assist us in this endeavor.

Sincerely yours,

Carol B. Furtwengler

CF:cs

Enclosure

RESEARCH & SERVICE INSTITUTE, INC.
TWO MARYLAND FARMS, SUITE 233
BRENTWOOD, TN 37027
615-377-3217

Research and Service Institute, Inc.
Career Development Program - Outside Evaluation
Directions for Data Collection Information
Revised - July 23, 1988

List the information for each year, 1983-84 thru 1987-88.

1. **Number of Administrator Resignations.** List the number of administrators in your school system who resigned from their positions and left your school system or who resigned their positions to take a non-administrative professional position in your school system. *Administrator is defined as: official, administrator, manager, principal, assistant principal-teaching, assistant principal-nonteaching, consultant, supervisor and other professional.*

2. **Number of Administrator Dismissals/Nonrenewals.** List the number of administrators (see definition in #1) whose administrative contracts were not renewed by the school system and administrators who were dismissed from the school system. Do not include administrators who were dismissed due to school closings.

3. **Number of Applicants for Teachers' Positions.** List the number of applicants for teachers' positions in your school system. *Teacher is defined as: elementary teacher, secondary teacher, other teachers, uidance, psychologist, librarian, and audiovisual.*

4. **Number of Applicants for Administrators' Positions.** List the number of applicants for administrators' positions (see definition in #1) in your school system.

5. **Number of New Hires for Administrators' Positions.** List the total number of new hires for administrators' positions (see definition in #1) in your school system. Include teachers or other professional personnel who move into administrative positions.

Comments: Use the comment section to describe any unique situations that may have occurred in your school system during this time that would have an affect on the reported numbers. Examples are: vacant superintendent's position, a reduction-in-force, an early retirement incentive program, increased student enrollment, a change in board policy on class size, or additional administrative and teacher positions to staff new programs.

Name of School System

Research and Service Institute, Inc.
Career Development Program - Outside Evaluation

Local School System Data Collection
District Progress Activity - Revised 7/23/88

Information Needed	1983-84	1984-85	1985-86	1986-87	1987-88
1. Number of Administrator Resignations					
2. Number of Administrator Dismissals/Nonrenewals					
3. Number of Applicants Teacher Positions					
4. Number of Applicants Administrator Positions					
5. Number of New Hires Administrator Positions					
Comments: *Please use this section to make notations about any unique situations in your school system that may affect the reported figures.*					

Please return by August 31, 1988 to: Research and Service Institute, Inc., 2 Maryland Farms, Suite 233
Brentwood, Tennessee 37027

Appendix E - Local Interviews

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Interview Protocol - OE/Coordinator 257

CAROL B. FURTWENGLER, PH. D.

• RECRUIT • RETAIN • REWARD

August 31, 1988

Dear

Research and Service Institute is looking forward to our site visit to your school system. I am enclosing a tentative interview schedule for our visit.

We think it is important to see you and your superintendent prior to interviewing other educators in your school district. Other than this requirement (and even this can be changed, if necessary), the times are *suggested* and can be modified to meet local needs. We hope it will be possible to conduct the interviews at a central location. This will allow us to make the best use of the time we have in your school system.

Our interviews will focus on general questions about the Career Development Program and on specific information pertaining to your school system. We have analyzed your survey results, program information, and personnel records. Our questions will clarify and obtain information about key issues that have been identified at this time.

I will contact you prior to our visit for directions and instructions. I am enclosing for your information a schedule of our visits to all sites in North Carolina.

I am looking forward to my visit with you, your school superintendent, and your professional staff. We do appreciate all the work you have done for this study!

Sincerely,

Carol B. Furtwengler

RESEARCH & SERVICE INSTITUTE, INC.
TWO MARYLAND FARMS, SUITE 233
BRENTWOOD, TN 37027
615-377-3217

Interview Protocols

Chapter 3 contains the classification codes used for grouping the questions asked of each of the eight groups interviewed during site visits. This appendix section includes a copy of the interview protocol used for CDP Coordinators and OEs at each pilot site. This protocol is exhibited because it was the most comprehensive. Listed below are the questions, by classification code, that were asked to interviewees in other groups. These questions can be found by the classification code numbers on the Coordinator/OE interview protocol that follows. Unique questions asked of members of the various groups are listed verbatim.

Central Office and Special Groups of Educators:

4.1, 5.1, 6.0, 6.1, 7.0, 8.2, 9.1 - 9.4, 10.1-10.8, 11.2, 11.3, 11.4

Please share your opinion of the system used to evaluate your performance for Career Status.

What are the strengths and areas for improvement for your evaluation system?

Non-Participants:

5.1, 6.0, 7.0, 8.2, 9.1-9.4, 11.3

One of the purposes of our study is to determine the attractiveness or unattractiveness of the CDP to educators in North Carolina. Would you please share your reasons for electing not to participate in the program?

Would you please share your views on the process and instruments used to evaluate your position?

What suggestions do you have for improving the CDP?

Is there any other information or any comments that you would like to share concerning the CDP?

Principals/Assistant Principals:

1.1, 1.21, 1.24, 1.61, 1.41, 1.81, 1.51, 1.10, 2.1-2.8, 3.0, 3.1, 4.0, 4.1, 5.0, 5.1, 6.0, 6.1, 7.0, 8.2, 9.1-9.4, 10.1-10.8, 11.1, 11.3, 11.4

School Board Members:

10.1-10.8, 11.3

Do you believe that the Career Development Program has benefited your school system? If so, in what ways?

If you were to improve the Career Development Program, what areas would you change?

Have you had appeal cases come before the board of education? If so, how were they resolved?

Are there any other comments or ideas you would like to share concerning the Career Development Program?

Superintendents:

1.1, 1.10, 1.24, 1.61, 1.41, 1.81, 1.51, 1.10, 2.1-2.8, 3.0, 3.1, 4.0, 4.1, 5.0, 5.1, 6.0, 6.1, 7.0, 8.0, 8.1, 8.2, 9.1-9.4, 10.1-10.8, 11.1, 11.2, 11.3, 11.4

Teachers:

1.1, 1.2, 1.24, 1.81, 1.51, 1.10, 4.1, 5.1, 6.0, 7.0, 8.2, 9.1-9.4, 10.1-10.8, 11.3, 11.4

Unsuccessful Candidates:

5.1, 6.0, 8.2, 9.1-9.4, 11.3

Would you share your views on the process and instruments used to evaluate your position?

Did you appeal your evaluation decision? If so, how do you feel about the process?

What suggestions do you have for improving the Career Development Program?

Is there any other information or any comments that you would like to share concerning the Career Development Program?

Research and Service Institute, Inc.

North Carolina Career Development Program Site Interview

School System:
Position: OE/Coordinator
Name:
Yrs. System:
Yrs. Position:

Career Status:
Sex:
Race :
Date:
Interviewer:

Research and Service Institute, Inc.
North Carolina Career Development Site Interviews

QUESTIONS	CAT.	R.
Questionnaire data reveal that teachers are concerned about the TPAI requiring an inflexible and regimented teaching style. Please comment. R1.1		
Questionnaire data reveal a concern about the appropriateness of Function 8 and its practices (non-instructional duties, policies, PDP and evidence of growth) as criteria for the TPAS. Please discuss your viewpoint on this matter. R1.21		
Do you believe that your OEs observe parts of functions 6 and 7 (facilitating instruction and communicating within the educational environment)? R1.22		
Do OEs analyze or rate functions 6, 7, and 8? If so, how? Should they? R1.23		
Questionnaire data reflect the opinion that principals believe that a preobservation conference is not required for every formal observation. Please comment. R1.24		

Do you believe that functions and practices on the TPAI should be weighted in determining Career Status decisions?

R1.61 ____________________

Local pilots are permitted to use other instruments or data collection instruments with the TPAI to assist in determining Career Status. Has your school system done so (i.e., portfolio)? Why or why not?

R1.41 ____________________

Do you believe that a consensus decision-making approach should be used with OEs and principals contributing to the final Career Status decision?

R1.81 ____________________

Does your system provide a mid-year notification on progress toward Career Status. Do you think this practice is (or would be) beneficial?

R1.51 ____________________

At this time, Career Status III criteria have not been defined. Please share your ideas on how this determination should be made.

R1.10

PPAS:

Please discuss your opinion of the criteria used for the evaluation of principals and assistant principals. (Functions 2.1; FODAs 2.2; Instruments 2.3; Standards and Weights 2.4; Six-point scale 2.5; Summative Decision 2.6; Criteria III 2.8)

R2.1

R2.2

R2.3

R2.4

R2.5

R2.6

R2.8

Special Groups: ______________ ______________

Please share your opinion of the criteria and process used for the evaluation of special groups of educators--Superintendents, Assoc./Ass't. Sup't., Central Office, Psychologists, Guid. Counselors, Media Specialists, and Social Workers.

R3.0 ______________________________

What methods do you use to obtain information pertaining to special groups' evaluations which is "non-observable" information?

R3.1 ______________________________

Appeals:

Please explain your appeals process. Is it the same as the state guidelines?

R4.0 ______________________________

How do you feel about the results of the appeal cases, if any, in your school district? Describe the outcomes.

R4.1 ______________________________

Steering Committee:

How has your steering committee been selected and how long a term do the members serve? Do you believe the process has worked satisfactorily?

R5.0 ______________________________

What recommendations would you have for the selection and operation (meetings, policy decisions) of steering committees if the program is expanded to other districts?

R5.1

Additional Duty/Time:

Questionnaire responses reflect a concern about which teachers should participate in additional pay for extra duties and extended time. What are your opinions about these issues?

R6.0

How has your system determined the types of positions and the money paid to teachers for additional duties/additional time?

R6.1

Communication:

One of the normal concerns in any new program is how to communicate about the program to the professional staff and public. What successful channels have you found for communicating about the CDP?

R7.0

OEs:

The state funds OEs at each pilot site. Please discuss your selection process.

R8.0

Please discuss your training program and roles carried out by OEs in your system.

R8.1

Do you have any suggestions for changes in the selection and use of OEs ?

R8.2

Staff Development:

The CDP provides opportunities for staff development such as:

ETT

R9.1

TPAI

R9.2

PDP

R9.3

Mentor

R9.4

Please discuss whether these program have been beneficial to your staff and and school system.

Program Goals:

An important part of the CDP is whether the goals set for the program are being obtained. Please comment on any of the following:

Increased effectiveness of educators:

R10.1

Incentive to remain in profession:

R10.2

Overall school improvement

R10.3

Attract people to profession

R10.4

Positive effect on students

R10.5

Identify and reward outstanding educators

R10.6

Community support for the program

R10.7

Increased satisfaction with career

R10.8

Other:

The State Department of Public Instruction is charged with overseeing and providing technical assistance for the CDP. In what ways has the State Department of Public Instruction been beneficial to your school system? Are there areas for improvement or areas where you need additional assistance?

R11.1

If the program is expanded or implemented statewide, what suggestions do you have for making it as equitable and as efficient as possible?

R11.2

If you were given a few minutes to speak to the N. Carolina State Legislature concerning your experiences with the CDP, what would you say?

R11.3

What makes your pilot program unique from those in other school systems?

R11.4

Appendix F - Higher Education Interviews/Enrollment

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Research and Service Institute, Inc.
Outside Evaluation of
North Carolina Career Development Program

Telephone Survey - Deans of Colleges of Education

Hello Dean________________________
(Institution:___________)

My name is Carol Furtwengler. I am with Research and Service Institute in Nashville, Tennessee. Our firm has received a contract from the North Carolina General Assembly to conduct the outside evaluation of the Career Development Pilot Program (often referred to as the career ladder program). This pilot program is beginning its fourth year of operation in sixteen school systems in the state. Our study focuses on 15 sites. (Charlotte-Mecklenberg is not included). The purpose of the outside evaluation is to assist the legislature in determining the future direction of the program.

Our study requires us to complete two activities relating to higher education. The first is to obtain enrollment data from your college to assist in determining whether the number of persons being attracted into teaching as a career in North Carolina is increasing. Your institution has already received a form requesting this information.

The second activity is to conduct this telephone interview with you. We are contacting eight deans of colleges of education in North Carolina. Colleges were selected based upon student enrollment. We have selected six public institutions and two private institutions with the highest enrollment in teacher education programs. The legislature is interested in your knowledge, opinions, and views concerning the Career Development Pilot Program.

The enrollment data will be listed in our report. Your comments during this telephone interview will not be reported by individual name or institution. Therefore, please feel free to share your opinions with me openly and honestly.

I appreciate your taking time from your busy schedule to talk with me. Do you have any questions before we begin?

1. How long have you been employed by a college in North Carolina?

   ____years

   (If less than four years) Were you employed in a position in North Carolina prior to this time?

2. Have you had any direct contact or experiences with the Career Development Program or the pilot sites? If so, please explain.

3. Please discuss your understanding of the Career Development Program and how it operates.

4. Do you have any knowledge or opinions about the Teacher Performance Appraisal System used to evaluate classroom teaching in the Career Development Program?

   The functions?

   The rating scale?

   The process?

5. Do you have any knowledge or opinions about the other evaluation systems used in the Career Development Program. This would include principals, assistant principals, central office personnel, and special personnel such as guidance counselors.

6. The Career Development Program uses trained observer/evaluators (usually peer teachers) to assist in classroom observations of teachers. Have you had any direct contact with observer/evaluators or the work that they do?

   What is your opinion of the use of observer/evaluators?

7. The Effective Teacher Training Program has been developed to assist teachers in increasing their instructional skills. Are you familiar with this program?

8. Do you use ETT in your teacher training program?

   Do you believe ETT is an effective program?

9. There are several goals associated with the CDP. The following statements refer to the legislative goals. Please respond to each of the following statements using this scale (You may want to copy this down for reference):

   5- Strongly Agree
   4- Agree
   3- Neither Agree or Disagree
   2- Disagree
   1- Strongly Disagree
   No response/Do Not Know

   a) The CDP has resulted in increased effectiveness of teachers.

   b) The CDP provides incentives for good teachers to remain in the classroom.

   c) People in our community believe the CDP is helping to improve the schools.

   d) The CDP will help to attract more people into teaching.

   e) The CDP will help to improve the quality of teaching.

   f) The CDP will improve the quality of school level and district level administration.

   g) The CDP has encouraged teachers to improve their teaching techniques.

   h) The CDP is identifying and rewarding highly competent teachers for performance.

   i) The CDP is identifying and rewarding highly competent administrators for performance.

   j) The CDP is increasing educators' satisfaction with their careers.

10. From your vantage point, what has been the most beneficial aspect of the Career Development Program?

11. From your vantage point, what has been the most problematic aspect of the Career Development Program?

12. Please share any other pertinent information about the program.

That completes our telephone survey. Thank you for taking time to share your opinions with me. Our report is to be presented to the Joint Legislative Commission on Government Operations at the end of December.

____
Name of Higher Education Institution

Research and Service Institute, Inc.
North Carolina Career Development Program - Outside Evaluation

College of Education Enrollment Information

Information Needed	1983-84	1984-85	1985-86	1986-87	1987-88
Number of Undergraduate* Students Enrolled in College of Education					
Number of MAT/MST* Students Enrolled in College of Education					
Number of Undergraduate Students Receiving Degrees					
Number of MAT/MST Students Receiving Degrees					
**Include students who have applied and been admitted to initial certification programs for teacher preparation with a major in education or in a subject area.*	COMMENTS: *Use the comment section to identify any unique situations which may affect enrollment data such as scholarship programs, alternative certification programs, or a change to a five-year program.*				

Return this form in the stamped, addressed envelope by AUGUST 1, 1988.
Research and Service Institute, Inc.
2 Maryland Farms, Suite 233
Brentwood, Tennessee 37027

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Comments to the General Assembly

Alexander

Teacher - Please continue the program. I feel very fortunate being in the pilot.

Teacher - I've been in the classroom for 25 years. I've been a good teacher. This program has brought me the rewards due me for a long time. If we don't have this program, we must have something that rewards our best teachers. They are handling precious cargo.

Teacher - A good program. It is child-centered, and it will help create better teachers in North Carolina in the long term. Without this program, we'll be in trouble ten years from now with no strong, young people entering the profession and many good teachers leaving it.

Teacher - I appreciate the extra pay for my extra efforts. I love teaching and I like to be treated like a professional. For the sake of our country, we need to set educational priorities and reward those who are working at them.

Principal - The effective teaching model has had more impact on students than anything in my 26 years in education. Test scores are up; there is more time on task; discipline problems are down. Teachers want to do a good job and be recognized for it. Don't disband the program.

Principal - Leave the observer/evaluators in the program. They are absolutely critical. Administrators can't survive without their help. We need administrative support to make this program work.

Principal - This program has done more to enhance education here than anything we have every had. Students are the beneficiaries.

Principal - The program is working. It needs refinements and take any plan, its success is based on the willingness of decision makers to make hard decisions.

Associate Superintendent - All the bugs aren't out, but its working. Don't base Career Level III on performance. Use other criteria.

Central Office - It's an idea that can work.

Unsuccessful Principal - The program has probably gotten many people on their toes. It has pulled many teachers out of classrooms.

Non-participant - Teachers feel great pressure with this program.

Non-participant - There are many variables in teaching. It is impossible to be objective. The program will be political on some level somewhere. Drop it!

Non-participant Counselor - Get to the teachers and hear what they are saying. You can't be paid for putting a light in somebody's mind. Education shouldn't be robotic. If teachers are stressed out, it will be reflected in the classroom.

Board Member - Hurry up and decide whether or not the program will continue. There is great apprehension that the program will be dropped. You're on the right track. There is need to reward those who do the job well.

Board Member - The negativism of the first year has decreased markedly. You are on the right track--the program is as good as anything you'll do. Go statewide with it--but phase it in. The readiness of a local board and superintendent are important criteria for placing the program and funding.

Buncombe County

Teacher - The program is a good thing. It should be incorporated statewide.

Teacher - It's a good program. Take everything learned from the pilots and expand the program statewide.

Teacher - This is the best thing that has happened to teachers in a long time. The evaluation program is good. The money is a translation of performance into recognition.

Principal - Keep it, but review all the new programs in education and prioritize which should be moved forward/expanded and which should go more slowly. This one is a high priority program.

Principal - It's working! It requires much more communication and much work. It requires strong leadership, but the problems can be worked out. Use the pilots to help new districts and phase it in statewide.

Principal - It is helping to improve teaching and learning. It has made a difference. However, we need administrative assistance.

Principal - Continue the program and expand it. It has had positive impact on education. But training is the key. Don't rush it.

Principal - Thank you for letting us be a pilot district. This program is giving educators a chance to be rewarded and recognized. It shows us that you value education.

Assistant Superintendent - Don't dismantle the program. Study the pilot data; build on the successes and suggest ways of improving it.

Elementary Guidance Counselor - The Basic Education Program is the most important program, if one or another new program must be selected. However, Career Ladder is working. If North Carolina can afford to keep it, it will make a big difference.

Unsuccessful Candidate - We've tried to get too much going. I don't believe there is enough money for statewide implementation of this program. There should be small incentives all along the way rather than big lumps of money at a few points.

Non-participant - I'm glad that teachers are getting more money. Overall, they are very professional and concerned about what they are doing. However, the Career Development program takes away some professionalism and clouds the issue. It's putting a band-aid on the problem. It causes greater competition and less cooperation. Discontinue the program; it's degrading to teachers.

Board Member - This program and the Basic Education Program are the two greatest steps taken by the state in improving education. Keep it; expand it. Don't make too many changes, but listen to educators to get needed changes. Be more flexible with guidelines.

Burke County

Teacher - I'm for the program. I've seen improvement, and I appreciate this opportunity to raise my salary. I'd rather spend time working on my teaching rather than a Master's degree.

Teacher - If principals were instructional leaders, we wouldn't need this program. Teachers look to principals. Without good leadership at that level, you won't have effectiveness in the school with or without this program.

Teacher - Continue the program! Refine the extra-duty/extra-pay part. Include incentives for professional growth. The program has brought accountability for both teachers and principals. If we go back, evaluation won't mean anything. As it is, it has helped improve teachers and get rid of ineffective ones.

Principal - It's an excellent program. It has improved teaching in my school. It's improved teacher awareness of resources available. Morale is coming more slowly.

Principal - Implement the program statewide. Don't remove the extra-duty/extra-pay component. Make changes as needed in the evaluation instruments.

Principal - This program is the best thing we've done for education in North Carolina. Everyone is accountable. It has improved the performance of teachers.

Assistant Principal - Do away with Levels I, II, and III, but keep the effective teacher training. Go back to regular salary schedules.

Speech-Therapist - I'm for the program, but I'm not sure principals can handle it. The evaluation instruments are good, but perhaps we need evaluators from outside the district.

Non-Participant - The CDP needs revision. We need a career development program, but this one doesn't work well in its present state. It creates problems for special teachers/groups especially. Use specialists in a field to evaluate, even if they're from outside the district. I'd also like to see more help given by evaluators rather than having them serve primarily as persons who critique (judges).

Observer/Evaluator - It has improved the quality of teaching. The bottom line is children, and they are the ones who have benefited here. Career Level II is too easy. There are too many people making it.

Observer/Evaluator - Keep the program. It's a guide for teachers to do the best they can and be rewarded. I like being accountable; it builds public confidence. I'm proud to be in a profession where we can evaluate ourselves.

Unsuccessful Candidate - Separate the evaluation program clearly from the CDP. The instruments and procedures for evaluation need reworking. They are flawed in many ways.

There are better ways to promote better pay for better teaching than through evaluation--consider years of experience, professional growth, additional advanced credits. Use the evaluation strictly for improving performance.

If you're trying to promote teaching as a career, eliminate extra-duty/extra-pay from this program and pay everyone for all extra duties. There also must be incentives other than money.

Program Coordinator - I've seen mediocre teachers become better. We have better instruction. More teachers are going back to school, and the workshop money has "zapped up" our programs. Teachers in our district would probably vote to keep the program now about 75% to 25%. That wasn't true two years ago.

Board Members - Are you willing to support the program? Is it here for keeps? I'm positive about the program. It needs to be phased in across the state.

The program puts principals and OEs in classrooms. That's good as long as they know what good instruction is. I support the program. Maintain it, but overhaul the appeals process.

Burlington

Board Members - 1) It's a good program. Don't implement it statewide all at one time. Do it systematically and correctly--phase it in. You don't even have to bring in all 140 districts, if they don't want to come. The program won't work unless the board and administration and teachers are in favor of it. Go with those who want to go. 2) Interview systems who want in to see if they are ready. Thorough, objective evaluation is essential. The goal of the evaluation process is to help people overcome weaknesses, and we're seeing that happen.

Non-Participant - Taxpayers want the best school systems. Can we afford 141 systems? This program is a step in the right direction. The evaluation instrument is good. If one is qualified as excellent, he/she can make more money. Keep the program and involve more districts.

Media Specialist - It will cause me to stay in education. I'm single with a child in college. Career Ladder lets me stay in education and do what I enjoy.

Director of Elementary Instruction - This program is the biggest improvement in my 29 years in education. It allows teachers to grow and become professional and be rewarded and recognized for it.

Media Specialist - The program takes away sharing among teachers and creates stress. However, we need some form of merit pay. There are some little things in the program which can be changed and should be to reduce stress. Evaluation of the program is needed; improvements can be made.

Central Office Administrator - We hired 6 elementary foreign language teachers this year from a pool of 20 applicants. This program made a difference.

Principal - It's a good plan and system. It works! I have reservation about statewide implementation and how it will be administered. Some standards need to be more stringent.

Principal - We need continued support. There have been positive results: more time on task, more effective teaching, more professional inquiry, higher expectations and motivation. Move slowly to add other districts. Staff development is a critical issue.

Principal - This program has caused teachers to be more creative and more professional and to look at more than classroom teaching. It makes teachers take a look at themselves, and children benefit from it.

Principal - Don't fool around with us! We're working hard to make the program work. It's our greatest hope and potential. Don't leave us hanging. Make a commitment!

Principal - We want the best instruction for learners. This plan, the evaluation, the training have given us the common ground to communicate, share, improve. As the program develops, people are being rewarded for their efforts. That's as it should be.

Teacher - The Career Development Program has made me a more effective teacher. As peers, we support each other in the work environment. We're more conscious of good teaching, being on task.

Teacher - The program is terrific for kids and teachers. Go statewide with it on a phased in voluntary basis. Don't do away with it.

Teacher - A very positive program! As a teacher, you finally know that what you are doing makes a difference. It makes us more effective. It has caused us to work hard to improve. It has caused us to think about education more. Continue the program!

Observer/Evaluator - It's definitely working in Burlington. Teachers here have been involved from the very beginning. There is a definite improvement in the quality of teaching.

Observer/Evaluator - I viewed myself as a good vocational teacher before the program, but it made me reexamine my instruction. It's made me better.

Program Coordinator - You can't have quality schools without quality teachers. This program develops them.

Observer/Evaluator - I'm a 30 year teacher. Because of this program, I've seen teachers improve--get up from behind the desk and do an honest day's work. Teachers now know the research, and principals are more effective, too.

NOTE: No respondent in this district recommended deletion of the program.

Edenton-Chowan County

There are key factors in implementing the program--readiness, communication, training of administrators, administrator communication of professionalism. This district had 36 staff development activities for administrators in the first 3 years. As the program expands, these things should be considered.

Teacher - You have instigated a great program. Find the resources to continue it statewide.

Teacher - This is the best thing that has happened in North Carolina. We are better trained and better able to serve our students.

Teacher - The program has made teachers more accountable and has given them a sense of progressing, a sense of professional self-worth. What you are doing is important. Continue the program. Expand it and improve it - get more continuity in it statewide. But keep it!

Principal - Readiness of a unit to participate is critical. Be sure that readiness is there before expansion. This program is a great step, but it is a first step not the last one. We still need to address artful teaching.

Principal - No question that it should be continued. I go into classrooms and witness teachers whose instruction has improved. They feel better; they see the big picture; they're growing and improving.

Principal - In terms of improving instruction it is one of the best programs in the last five years. Test scores are up; morale is up. In evaluation, I have better information; I know what I'm looking for, and teachers know I do.

Assistant Principal - Continue the program statewide. It's a good program, a workable program. It can be improved, but keep it.

Assistant Superintendent - The process produces better learners and better citizens. It has produced results.

Unsuccessful Candidate (Counselor) - The program is doing damage. I don't see us sharing ideas as much as in the past. In education, we need to go next door for help. I see that declining. There is awkwardness in the evaluation of special groups. Eighty or ninety percent of those evaluated are making Level II, and a few are cruelly rejected.

Media Specialist - Unless you can come up with a way to meet all eight goals, don't go all the way across the state. Phase in the program - pair new units with pilots.

Unsuccessful Candidate - Overall, there are more positives than negatives, but it's not great for everyone. It has added more stress. It still needs more work before it is expanded statewide.

Guidance Counselor - People in the program have developed a sense of professionalism. It makes teachers feel they're compensated for growth, skill, performance. It makes this profession a viable option for young people. Three of our top 15 students in the senior class now want to teach.

Board Members - 1) Out of all our federal programs, there is one that is worthwhile. Headstart, the Basic Education Program, and Career Development Program are comparable to that one. They will improve education in North Carolina. 2) Career Development will enhance the effectiveness of the Basic Education Program and vice versa. They work together and are needed if we are to address the problems we face in education.

Greene County

Superintendent - The program has increased professionalism, given us a common focus and common language, increased teacher involvement in decision making. Continue it! This is the first time we have done an effective job with evaluation. It can't be perfect. We need to continue to improve it. It won't solve all education problems, but it's a tool which can help us create better school systems.

Program Coordinator - Please don't disappoint the teachers who have worked so hard in this program. Continue it.

Observer/Evaluator - Continue the program, but fund it adequately.

Teacher - The program isn't perfect, but changes needed are already taking place. Go statewide!

Teacher - This is the best thing I've seen as far as improving the quality of teaching. It has rewarded those doing a good job and is one way of eliminating those who don't need to be in the profession. It has forced administrators to take a stronger hand in instruction.

Teacher - The program has both benefits and problems. Right now the negatives outweigh the positives. You should keep the program but require the gradual change needed to make it work.

Principal - I'm tired of writing observation reports every night and weekend. However, this is serious business and must be done. Teachers have benefited financially, and teaching is improving.

Principal - It's working! We need more support for the process--people, resources. Don't cut corners or we'll lose the quality in the program. Give us people and time and we'll turn education around.

Principal - This program has enabled me as an administrator to see good teachers get better, mediocre teachers become good teachers in many cases, and some poor teachers leave.

Media Specialist - The program should go statewide. Thank you for the extra money.

Counselor - There should be a program that recognizes exceptional performance. The Career Development Program is not now a bad program. It is experiencing growing pains, and it needs improvement and consistency statewide. It may then be a good program.

Community Education Director (Central Office) - It is too important a program to stop! Continue it! We've come too far to even go back to what we were. There hasn't yet been time to get to where we can be. Keep the vision and philosophy, and let's continue to improve it.

Unsuccessful Candidate - Expand the program to other districts, but don't compare districts one to another. Leave flexibility for local decision.

Board Member(s) - Support it! It is a good program, and with more time will be better.

NOTE: No respondent in this district recommended deletion of the program.

Harnett County

Board Member - Continue the program as a statewide endeavor.

Unsuccessful Candidate - There are negative points, but the idea of evaluation for improvement is great. Continue with the program.

Guidance Counselor - The program needs improvement. The idea sounds good, but the present format isn't improving education. Raise across the board pay.

Media Supervisor (Central Office) - It is good to recognize teachers as professionals. This is a positive way to help them grow and be happy in the profession.

Media Specialist - Please find the money to make this program work. It will do great harm now, if the program is stopped because you have teachers who now believe in it, but didn't in the beginning.

Principal - The key to program success is in the hands of the building administrators who have to make the judgments. Train them as thoroughly as possible to make the fairest decisions possible. Give them a good support team.

Principal - Raise base pay to a professional level, then add the career ladder statewide.

Principal - I've seen it improve teacher effectiveness and student learning. Keep it - expand it statewide. We can't turn back now.

Teacher - It has been a positive experience. It has rewarded teachers for the extra work they do and increased student effectiveness.

Teacher - This county is better because of this program.

Superintendent - This program is a success story. The public expects more of public schools than you may realize. Each succeeding generation wants better education and sets higher expectations for public schools. This program has helped us meet those higher expectations.

NOTE: No respondent in this district recommended deletion of the program.

Haywood County

Board Members - 1) Fund it statewide. We need to pump dollars and professionalism into education in this state. 2) Keep it! We are not going to attain perfection in the program, but we should shoot for it and not condemn the program for its shortcomings.

Non-Participant - It's causing a lot of friction and jealousy among teachers. Some want to climb the ladder at any cost. It has stifled creativity in teaching. If there is statewide implementation, is should always be an optional program.

Non-Participant - I'm against the program. If it is continued, it should be optional, but evaluate everyone equally.

Unsuccessful Candidate - Shift the emphasis away from judging and rewarding on merit and concentrate on professionalizing the profession. Get everyone's salary up, then work on other incentives.

Unsuccessful Candidate - Continue ETT and make sure teachers who work with others go through TPAI and mentor training. Don't create a quota system. You would lose cooperation among teachers. The program up to now hasn't done that. The program is acceptable as it is with those minor revisions.

Industrial Education Coordinator - The self-esteem of teachers has changed positively toward themselves and their profession as a result of this program. Kids are getting a better education. Money is a motivator!

Central Office Administrator (Exceptional Children) - I have seen better teaching in Haywood County since the inception of the program than ever before. It has also brought the attention of those of us who direct and supervise programs to instruction, rather than getting caught in paper work.

Principal - It has improved instruction. Keep it!

Principal - Don't shove it down people's throats. Slowly work through the state with open communication and training.

Principal - Keep it, but don't impose quotas.

Teacher - Overall, it's been a very positive experience. I haven't had to alter what I do. Add more observations, not fewer. Don't create status on the basis of one hour in the classroom.

Teacher - You're on the right track. We need to keep it. Improve it--but don't kill it!

Teacher - Continue it! Extend it !

Observe/Evaluator - Instruction is better; educators are better trained than ever before. We have better cooperation than ever before.

Montgomery County

Board Member - It's done a lot for our county--the best thing that has happened.

Board Member - I was not that optimistic to begin with, but as it has progressed, I've changed my mind. It has done something we couldn't have done for ourselves. I see more benefit each month. However, we are putting more strain on teachers and administrators--Basic Education Program plus this. We need more help and more teachers.

Unsuccessful Candidate - Teachers want you to know that morale has been lowered, and I'm feeling more stress. I'm tired of feeling like I have to perform. A year ago I would have said "forget the whole thing." Today there are more people accepting the program--many whom I like and respect. They are influencing me. There are things wrong with the program, but it is better than we had before. It will bring more money.

Instructional Supervisor - The children are learning. It won't show up in test scores overnight--but it will show up. You can see it day-by-day. Don't make a hasty decision, stick with the program.

Special Education Teacher - If the program doesn't continue, we will not get bright young educators. They will go into other fields. Further, I think teachers need to be accountable and the Career Development Program has brought this.

Principal - Thank you! Career Development and Basic Education Programs are two of the greatest things to happen to education. We're able to bring rural schools into the 20th century.

Principal - I commend you for taking this program on. There is great need to improve education and reward individuals who do a good job. Keep faith in the program, flexibility and a willingness to accept recommendations. The program isn't all positive, but my teachers are spending more time in the classroom teaching because of it.

Principal - Since I entered teaching in 1961, this is the best thing I've seen.

Teacher - Don't destroy this program. You have to provide incentives to get good teachers in North Carolina. Money does motivate.

Teacher - Several things in the program yet need to be carried out, but, as pilots we are trying to do that.

Teacher - Thank you for caring enough about education to get this program moving and to recognize the importance of educators. The greatest impact is on students. Thank you for caring about them.

Teacher - You need to go statewide with the program and fund it. Thank you for what you have done. It is for the benefit of children. Consider making Level I teachers eligible for extra duty pay. Thank you too, for the Basic Education Program. These two programs go hand-in-hand.

Superintendent - Don't play "catch up" with new districts coming on board. Don't fast track them and water down the program. Require good coordinator and evaluator training done by the State Department. Maintain consistency in evaluation across the state, but begin statewide implementation as soon as possible.

NOTE: No respondent in this district recommended deletion of the program.

New Hanover County

Observer/Evaluator - The program has increased teacher growth and improved teaching. It has finally made the teaching profession a profession. Students are better equipped because of CDP.

Teacher - Keep the program and expand it, but don't rush. Make sure it is working as it is supposed to work.

Teacher - Student achievement is improving because of this program. Previously good teachers are doing an excellent job. (I'm one.) Many previously poor teachers are doing a good job. Keep the program! However, across the board pay raises are still much needed. We can't attract beginning people until we raise the salary floor.

Teacher - The Career Development Program is a terrific idea, but extremely abused. Most principals don't have time for professional development planning. Many principals are too rigid.

Teacher - I believe in teacher accountability and evaluation but you need to decide what and how much you want from teachers before you evaluate. There's so much--basic skills; social skills; sex education. Put a decent floor under teacher salaries. Then, if you differentiate, do it on the basis of teacher impact on students. Now we're kidding ourselves. We aren't getting more money to better teachers. Too much money is being spent too far away from instruction.

Teacher - The motives (incentives, rewards) of the legislature are good. The carrot has been dangled, but to get it, I have to jump through hoops. The gap between teachers and administrators has widened. I would prefer that you examine how much money is being spent on the Career Development Program, divide it up and raise the base salary schedule. After salaries are up, then consider a career ladder.

Principal - If the purpose of the program is to raise achievement, then focus evaluation on that result. If the purpose is to attract people to the profession, higher base salaries are needed.

Principal - This has been the most exciting experiment we have had in North Carolina since I've been here. Expand it if districts really want it. If they don't, stop here and let us (pilot districts) keep it.

Principal - Keep and support the program. It has made a difference for students and teachers across the pilot sties.

Principal - Overall, it's a good program. It has improved instruction. However, it is difficult to take local politics out of it. To really make it fair, use outside evaluators.

Principal - Training is the key to this program. Without good and thorough training, the program can't succeed. Don't diminish the training required. Consistency rests on training. TPAI has been excellent in improving evaluation and instruction. Keep the program! It's successful. I'm not 100 percent sold on it and would not have favored it at all ten years ago. But I've changed my opinion during the pilot. Correct the problems that need to be corrected. Keep quotas out of it. Don't make education overly competitive, but keep it. We need it.

Principal - This type of program should have happened many years ago. It has brought better relationships among teachers, better communications.

The program should be continued and training should continue so that we can better educate more students.

Counselor - It can work. Statewide implementation should still be a long way off. There are "bugs" to be worked out, but the growth/improvement in the county has been tremendous.

Director of Pupil Personnel Services - It's working! If money is withdrawn in the pilot programs, it will have a devastating effect on morale. The program has brought greater efforts (quantity), more quality, greater accountability and the desire to do more than is expected. I was named Counselor Advocate of the year (1987-88) for this state and the United States. I would never have achieved that honor if the Career Development Program and its higher expectations hadn't made me do more better and allowed us the resources to develop our program.

Non-participant - It's a waste of money which should be given to student services and capital improvements.

Non-participant - Get rid of it! The whole process has been ineffective. The general state of education has been hurt. The best teaching is spontaneous. I don't feel free to do that anymore.

Board Member(s) - Be careful not to implement statewide too fast. Take another handful of districts and let them move ahead. Implement statewide over five years or so. To improve on Career Ladder, we need more in place to help teachers improve.

Orange County

Board Members - 1) It has benefited and can benefit our county. The good outweighs the bad. 2) Go statewide! It will work. Much effort has been expended. There will still be problems, but it needs to go statewide. It provides a real chance for teachers to be paid what they deserve. Kids ultimately will benefit.

Superintendent - Go statewide with it, but phase it in. I'm convinced that teachers are teaching better, that time is better spent in classrooms. We are able to reward people for what they are doing better than we ever have been. I would recommend to our board that we do it all over again. It has made a difference.

Program Coordinator - The program has resulted in greater professionalism. Flexibility in staff is necessary. The great change in our process has come in consensus decision-making, and the discovery of principals that the consensus process has positive payoffs.

Teacher - This program has created the first difference in my paycheck in 10 years. We appreciate that, but only teachers in 16 districts are getting it. The amount is too little to be important. The system can't work until you get good administrators. The evaluation system is not objective and cannot be objective. Those who evaluate bring their biases and agendas to the evaluation process. The power of the pocketbook which administrators hold over teachers is a very seductive thing to do to administrators. Get rid of the Program! It's so unfair!

Teacher - In the beginning I was apprehensive, but this program is one of the best things that has ever happened to get good well-trained teachers into classrooms. Being a pilot program has made us of one accord--headed us in the same direction. The program produces quality teaching. I hope there is a Level III.

Teacher - I support the concept. The current TPAI needs revision. Teachers should be allowed more input into decision-making at the school level; they need to be treated as professionals. Stress is high but may be reduced if the above items are addressed.

Principal - Keep funding it! Keep training and keep an emphasis on training.

Principal - You need to reexamine extra duty/extra pay. It should be open to Level I. But keep the funding going.

Principal - We're finally rewarding and recognizing people who are doing a good job. We have a faculty of 107. About six needed shaping up, and a few have resigned because of the program, but those who deserve the recognition are getting it. We can now concentrate on helping those who need help.

Principal - For the first time better teachers are being recognized and rewarded. It's not fair for every teacher to be paid the same; it's the same as telling students that everyone will get a "C." It's a good program.

Assistant Superintendent - Continue the program. Let the pilots work out Level III. Phase in other districts at Level I and II. Work through the problems and refinements needed.

Central Office/Administrator - You need to put more funds into special areas to make sure the program works--areas such as the needs of the handicapped. Also, there needs to be more consistency in observations and ratings throughout the year and across evaluators.

Speech/Language Specialist - I hope the program can go statewide and that Level III will be added.

Board Member - Keep the program! Move it out across the state. It will work. Even though the pilots have worked out many "bugs," the program still has its problems. It still needs study and variation statewide. I believe in it, and kids will benefit from it.

Perquimans County

Board Members - 1) Don't back off! Don't compromise. Don't water it down! Finance it! Don't cut the financing! If the money isn't there, find it. The program is definitely improving the state of North Carolina. 2) Listen to the people in the pilot programs. Take with a grain of salt what you hear from those not involved.

Observer/Evaluator - Go statewide with it, but phase it in. Don't fast track. Allow pilot units to work with incoming districts in their region. In this county, there is no turning back. You can't go home again!

Unsuccessful Candidate - Junk it! Maybe changes need to be made, but those being made now are the wrong changes.

Non-Participant Teacher - We've pulled it off about as well as it can be pulled off. Making judgments is rough. TPAI training showed me what the evaluator is up against. The evaluation is so focused that it is dead (not a living organism). Seeking objectivity tends to do this. Use the money differently. Let department chairpersons have a pool of money and decide how to help people who need help and how to reward those who deserve it.

Director of Exceptional Children - The CDP and TPAS have changed what we do, but provided a common language. We've just begun to see the relationships among the evaluation functions and student learning. Make improvements, but don't trade the program for anything.

Teacher - Don't abandon the program; it's an excellent idea. We need to try to change attitudes about it. We need to get more acceptance of the total concept. We need more and better PR to make it accomplish its goals.

Principal - The program creates a time problem for administrators, and we need to find more accurate definitions of teaching.

Unsuccessful Administrator Candidate - This is a pilot. Things weren't as bad as you thought they would be, and some good things have come from the program. Teaching can never be a true science, but the effort to bring uniformity and consistency should be maintained. Be careful not to push it to regimentation. Continue the program.

Principal - The program has made an impact. It will help keep those in the profession who may look for something else. I'm not sure it will attract new people. It has increased communication between teachers and principals. Teachers are more likely to talk about instructional things than ever before. There's no comparison to five years ago.

Special Education Teacher - It is a strength. It ought to be implemented statewide because of what it is doing to improve educational standards. You need to put time and energy into it and scrape for money to implement it in all schools. The children are our future.

Guidance Counselor - Try a different approach. A positive approach will get further. You can't take the human element out of evaluation so that personalities aren't involved.

Assistant Superintendent - Career Development is working for Perquimans County. Like anything that is worth doing, it takes a lot of work. The problems have been the result of growing pains which you have in any program. You need to allow flexibility for the uniqueness among school systems.

Roanoke Rapids

Board Member - "This is the wisest money you have spent. Come listen to teachers; review videotapes of teachers five years ago and now; review staff development programs then and now. There is no comparison."

Board Member - CDP is an excellent start. It is far from perfect or complete. Increase the funding and the pilots.

Board Member - We need more ways to help teachers cut down on noninstructional work load. Computers and computer training needed.

Non-Participant Teacher - Program is not as objective as it could be. It is costing the state too much money, but don't drop it. Administrators are better; teachers do better planning.

Central Office - Go statewide with the program. There will be complaints about anything new, but our people are positive. This program helps build positive personnel attitudes. It will improve the status of the teaching profession.

Unsuccessful Candidate - Instrument has its flaws. The program creates pressure on teachers and children.

Principal - One of the few good things that has come along. CDP is not perfect, but if teachers know what to expect and they do it, how do you deny it? Teachers deserve this program.

Principal - A definite step in the right direction. To improve education overall, we must raise the standards. Standards in the program should be raised.

Principal - Good program should be continued! It will improve teaching and help students in the long run.

Teacher - The program has been fair. Give teachers tenure across systems to do away with waiting period problem and create more equal salary supplements.

Teacher - Expand the program, but go slow. Bring new systems on board by pairing them with existing pilots, so that tension can be reduced and mistakes aren't repeated. The program isn't perfect. There is room for growth and improvement - be open to changes.

Teacher - We're on track! Don't leave us here. Give us opportunity to continue.

OE - Very worthwhile program. Has made better teachers of our teachers. The stress is decreasing with time. Teachers need something to aim for. The program should go statewide.

OE - One of the best programs instituted in many years! Money will spent!

NOTE: No respondent in this district recommended deletion of the program.

Salisbury

OEs - Continue the program; expand it! How could we ever go back to what we had. It has improved our education, given us insight into where we want to go. Out teachers know what they want to teach now, not just what they intend to do. Principals have become instructional leaders.

Teacher - It (program) has made me a more effective teacher. It has refreshed me and made me alert. Keep it!

Teacher - It's a good program. It's making the educational environment better--particularly for children. However, there should be more and higher incentives to attract and retain people in the profession.

Teacher - Make it statewide and transferable. Raise the stipends higher. It will take higher stipends to attract and retain people. Listen to teachers for improvements. Realize that there are flaws and can be improvements. But don't throw out the baby with the bath water.

Teacher - I like the idea of teachers being evaluated in a consistent manner. We're better prepared when accountable. This program can help restore respect in the profession and attract better teachers.

Principal - The program has improved education. It provides real incentives and improvement in teacher planning. It has raised the morale of teachers.

Principal - The program needs to be continued but constantly evaluated. The observer/evaluator element is tremendously important. However, paperwork in all programs needs to be cut if possible.

Principal - The program is very worthwhile to both teachers and students. Keep the funds coming. Its benefits are too great to let it slide now.

Principal - Continue the program, but listen to teachers' concerns carefully and improve it.

Counselor - Think of the best teacher you ever had and his/her impact on you. Then remember that that person was never paid one penny extra for what was accomplished. Is that fair? This program is the best thing that has happened to teachers in the state.

Central Office Administrator - Continue the program but we need to be sure that effective teaching is truly taking place--not just dress rehearsals. Be sure that students are benefitting and that rewards are going to truly effective teachers.

Non-Participant - If pay is professional enough, we'll get the best teachers. When we have objective evaluations, we don't get good evaluations.

Unsuccessful Candidate - We have dedicated teachers who are trying to do everything to improve. You should pay teachers for advanced degrees. Once you are in the system, there should be no fear.

Board Members - Every student in the state should have the program, but standards need to be raised to reflect excellence. We also need funding for clerical support for teachers so that they can be truly professional.

NOTE: No respondent in this district recommended deletion of the program.

Tarboro

Observer/Evaluator - Educating young people is our future. You need to support that in every way. We need to attract and retain the best teachers. This program is a start, but we need to raise salaries and benefits even more. The Basic Education Program is also supportive, but there are so many new programs. We shouldn't over extend ourselves so that we don't do the best job.

Observer/Evaluator - This program alone won't fix schools. Salaries and working conditions and environment need to be improved. The Career Development Program is part of the whole.

Teacher - It's a good program. It should go statewide. Students, teachers and the state will benefit. Give credit to teachers for shaping the minds of the future. Publicize that. Right now the program is more career evaluation than career development. Provide more career development opportunities. Come to my classroom. Walk in my shoes, so you understand what is involved in teaching.

Teacher - It can work. There are some problems, and changes are needed. Let teachers go into their classrooms and teach. Be sure the evaluation instruments aren't too rigid - stifling creativity and individuality. Be aware that people who want to get rid of career ladder really want to get rid of evaluation rather than the ladder, but evaluation is here to stay.

Teacher - The program has good points and disadvantages. It has made me a more organized teacher. We should continue to fix the flaws.

Principal - This direction is the right one. Continual across the board raises are ridiculous. The last three years have been a big help in raising expectations and making better teachers of poor teachers. The evaluation process needs refinement especially the rating scale and levels of differentiation. We need more time to talk about how Level III's will be used. Get educator advice, not just DPI.

Principal - Continue the program; don't abandon it. We're not there yet, but it is worthwhile.

Principal - The Career Development Program has made a difference in the pilot units. Teaching is better and students are reaping the benefits of good, sound instruction.

Principal - It's a good program, but we must have more administrative assistance. I have 50 plus teachers. If the program is to be done right, the support must be there.

Assistant Superintendent - The improvement in the instructional program has been great. I'd go through all that we have gone through again. We should keep this program. It has done more than anything in 25 years to better education.

Guidance Counselor - Keep it! Expand it gradually statewide. Thank you! We were fortunate to be a pilot.

Non-Participant - This is an outstanding program with great potential. Current morale problems aren't caused by this program, but by other state mandates, the amount of red tape, paper work associated with many programs. We can't do it all in the school day we have with the resources available. Everything is evolving simultaneously, and it is too much. We need to be careful that we don't put in so many things that we create problems for students. I have two children in a good school system, but they aren't enjoying life--too much stress. Last year we took a poll in the high school and found nobody who could play the piano for accompaniments, because they didn't have time to continue lessons.

Board Members - The program is increasing the quality of education for individual students. We need to massage it and improve it, but it is the right direction. Keep it coming; don't stop it. It would be a rip-off of the teaching profession if you do that. Keep standards high. Implement other things that will support the program. Listen to educators. We need funds for buildings.

NOTE: No respondent in this district recommended deletion of the program.

Response of Board Members to Benefits of CDP

When school board members were asked,

"Do you believe that the Career Development Pilot Program has benefited your school system? If so, in what ways?"

the following responses were received:

Alexander County

Yes! The timing of the Career Development Program and the Basic Education Program could not have been better for us. The program has given us a real shot in the arm financially. We have many teachers applying to teach here because we're a pilot.

Buncombe County

Yes, it has. It has rewarded those willing to go the extra mile in esteem and money.

Burke County

1) Yes! It has made strong teachers stronger and mediocre teachers strive to do more.

2) Definitely! The program has put principals and OEs in classrooms. That wasn't happening before.

Burlington

Yes, no question about it! There's better pay for better teachers- a reward available, and that has provided additional motivation.

Edenton-Chowan

1) Definitely! Why pay mediocre people the same as others? It has helped all teachers become better.

2) It has helped the board appreciate the issues teachers face. Not all can participate at the same time in the program because of personal and other pressures. We've learned about this. The success of a board depends on picking the brains of teachers. Education is the only business in which a college-educated group are front-line workers.

Greene County

It has made better teachers and paid them more. Teachers say they have learned a great deal from the program. We have lost some teachers who were below standard, but it has made some poor teachers better and some good teachers better.

Harnett County

Yes! It has created enthusiasm in teachers. The Board has become more knowledgeable of curriculum and instruction.

Haywood County

1) It's a mixed bag. Basically, it has improved education here. It has supplied the prodding some people need. I don't know that we can ever attain the ideal evaluation, but our people have done a good job.

2) Yes! It has been beneficial. It has increased professionalism.

Montgomery County

1) Yes, the pay incentive means a great deal. The program yet has flaws, but the good outweighs the bad. It's making good teachers better.

2) Our recruiting is much better. We have been able to recruit some very good people. When you have tenure, you have to have something to measure people by. The program doesn't allow people to coast. It's a good barometer, though standards may need to be tightened.

New Hanover County

1) Absolutely! Children are learning more. It's caused educators to be more aware of what they are doing and why.

2) Overall, the program is good. Sometimes, teacher acceptance is a problem. Gradually acceptance is becoming greater, but we need to improve teacher attitudes and morale.

Orange County

1) Yes! It has benefited our system and can benefit it even more. Both positives and negatives exist, but there are more positives than negatives.

2) It has been a positive experience. It has benefited all teachers, even those not yet eligible. We're seeing more people apply for positions here because of the program.

Perquimans County

Emphatically yes! It has improved teaching skills and overall success of students is better. People have goals. They know better what they are doing- 100% better. It's obvious.

Roanoke Rapids

1) Yes! I'm 110 percent for the program. There's more enthusiasm in the teachers. They're more receptive to learning. The early negatives are becoming positive and teachers have put much time and effort into making the program work.

2) Yes! Being a pilot allows you to shape the future. There were misunderstandings at the beginning, but as understanding has grown, teachers have become more positive. Their early concerns about competitiveness haven't come to fruition.

Salisbury

1) Yes! We have more effective teaching as a result of ETT and the evaluation system, more consistency in the classroom.

2) Yes! The evaluation program has caused more attention to teaching and more effectiveness. Everyone has taken it [program] very seriously.

Tarboro

1) Yes! It has benefited and improved teachers.

2) Yes! It has helped the state of North Carolina. The quality of instruction has been improved.